

**PRINCIPALS' LEADERSHIP EFFECTIVENESS IN SECONDARY  
SCHOOLS OF KAFFA ZONE**

**BY  
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**JIMMA UNIVERSITY  
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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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**NOVEMBER, 2021  
JIMMA, ETHIOPIA**

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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## **ACRONYMS AND ABBREVIATIONS**

CALD:	Community Action Leadership Development
CPSEL:	Continuous Professional Skills for Effective Leaders
CPSELS	California Professional Standards for Educational Leadership
EdPM:	Educational Planning and Management
ESDP:	Educational Sector Development Program
LMS:	Local Management of Schools
LMX:	Leader-Member Exchange
LPC:	Least Preferred Coworker
MgEd:	Management of Education
MoE:	Ministry of Education
MSUE:	Michigan State University Extension
PTSA:	Parent-Teacher-Student Association
SD:	Standard Deviation
SPSS:	Statistical Package for Social Science
TALIS:	Teaching and Learning International Survey
TGE:	Training for General Education
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WEO:	Woreda Education Office

## **ABSTRACT**

*The purpose of this research was to investigate the principals' leadership effectiveness in secondary schools of Kaffa Zone. School principals, department heads, students, and PTSA's and supervisors of each Woreda were included in the study as primary sources of data. In order to come to a sound and meaningful conclusion, the study relied on qualitative and quantitative approaches and employed descriptive survey research design. In order to give special emphasis for the combination of urban and rural schools, the researcher used purposive sampling technique to pick up 13 secondary Schools because of their more urban feature being characterized. Simple random sampling was used to select half of the secondary schools already found in the study area. Thus, the population of the study embraced 29 randomly selected secondary schools found in Kaffa Zone. The number of research participants was 714. Data were gathered through questionnaire, interview and document analysis. The obtained data were analyzed using SPSS version 20. Findings of the study revealed that many of the secondary school principals have acquired the required level of qualification, but lacked sufficient preparation to effectively promote the desired changes in the schools' system. Findings also revealed the principals' lowered effectiveness in creating and maintaining good school culture; evaluating the ongoing achievements of the teaching learning process; and using teachers to evaluate results to improve the instruction process. Finally, the study recommended leadership position attainment conditions needed to be transparent to all concerned parties; orientation required about principalship and the leadership roles expected from school principals; and the need for creating a collaborative staff and the community.*

# CHAPTER ONE

## INTRODUCTION

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

### **1.1. Background of the Study**

Leadership is among the key elements in managing education sector development. It is complex in nature and needs training and rich experience on the part of the principals to be successful. According to Davis et.al (2005), in today's context, the roles of educational leaders are primary characterized as coping with changes and complexities. Accordingly, the educational leaders need professional skills and are expected to be competent in various dimensions. They need to be instructional leaders, assessment experts, disciplinarian, community builders, public relation and communication aspects, budget analysts, facility managers, special program administrators as well as guardians of various legal, contractual, and policy makers and initiatives (Davis et.al, 2005).

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others (Day and Sammons, 2014). Educational leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. School leadership is second only to teaching among school-related factors in its impact on student learning, according to research. Moreover, principals strongly shape the conditions for high-quality teaching and are the prime factor in determining whether teachers stay in high-needs schools. High-quality principals, therefore, are vital to the effectiveness of our nation's public schools, especially those serving the children with the fewest advantages in life (Bolden, et al., 2003).

Several studies have shown the positive effects of leadership development on a variety of organizational variables such as followers' satisfaction, commitment, and performance

(Dvir, Eden, Avolio & Shamir 2002; Arsenault 2007). Leadership effectiveness is a topic that continues to stimulate considerable attention in common and scholarly literature (Waldman, Ramirez, House & Puranam 2001). An effective leader is one who is conscious of the various departments of his institution and who seeks to promote the various units; one who is a team builder and handler of conflicts well; one who has networks with various institutions both local and national, uses his influence to bring resources to promote teaching and research and who is able to marshal resources from internal and external sources within the mandate of the school to manage the faculty effectively (Rosser, Johnsrud and Heck 2003). In line with Houston and Dockstader (2002), Alabi and Alabi (2010) conceptualize quality of leadership as the ability to achieve a vision and continuously improve the human, economic and social capital of the organization or outfit in a sustainable manner. This view suggests that effective management skills should be a requirement for quality of leadership and thereby effectiveness of schools.

School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement (Day and Sammons, 2014). Effective school principals provide a clear vision and sense of direction for the school. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their program of staff development on the real needs of their staff and school. They gain this view through a systematic program of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective school principals can get the best out of their staff, which is the key to influencing work-in the classroom and to raising the standards achieved by students (Chapman, Muijs, Lindsay & Harris, 2007).

Hence, effective school principals, in applying a single style or combined leadership styles, are required to have a genuine concern for students, positive characteristics towards the empowerment of teachers as well as ability to communicate and model core values through their interactions with students and teachers (MoE, 2012). To ensure

quality education at school level those who are the principals of schools are, therefore, responsible for effective learning in schools and school improvement (Biech., 2010; Kyriakides, 2008). This means, among other things, quality education is mainly supported by effective leadership of school principals.

The effectiveness of school leaders depends on the extent to which school principals apply leadership in creating and maintaining cooperative efforts among the existing staff and between the school and its community in leading and making the school successful (Kyriakides, 2008). Supplementing this Dvir, Eden, Avolio & Shamir (2002) argued that effective school principals are those who are able to maximize the diverse leadership qualities of others, enabling them to practice leadership within the school. They lead by managing, motivating and inspiring people. Eventually, the presence of effective school principals, positive school climates, and positive attitudes of teachers can directly or indirectly influence school performance and student achievement or quality of education. A school as an organization is influenced by its principalship (Andy, 2010; Philip and Edwin, 2005).

In order to make any organization a better performing place, administrators' transformational leadership behaviors become more important especially at schools; as they are the dynamics of change for the society in which they operate. Yet it is a matter of question, how much of these characteristics are demonstrated by principals during their daily practices (Fleenor & Bryant, 2002). In this regard, this study tried to examine the school principals' leadership effectiveness in secondary schools of Kaffa Zone.

## **1.2. Statement of the Problem**

Principals need to have the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the schools. It is also stated that principals should have a profile of possession of various training on school leadership and management (MoE, 2005). Therefore, according to the Ministry of Education the principals who are going to be assigned as principals of the school must have the necessary understanding, ability and significant preparation for school leadership.

This study focused on principals' leadership effectiveness in secondary schools of Kaffa Zone. In the case of Ethiopia, an attempt has been made to make the educational management system decentralized and professional. As stated in the Education and Training Policy, it encompasses overall and specific objectives, implementation strategies, including formal and non-formal from kindergarten to higher and special education. Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance of quality (Desalegn, 2014).

Effective school leaders are distinguished by their vision, passion and capacity to bring a critical spirit into the complex and demanding job of headship, whilst at the same time focusing on staff and pupil performance, and on classroom pedagogy. In 2005, Philip and Edwin suggested that effective leaders in organizations like schools initiate and motivate followers to collectively develop and realize the vision. Accordingly, effective and successful principal must have a clear vision that shows how all components of a school will operate together. Similarly, Biech (2010) argued in that work effectiveness of the school system requires an atmosphere of mutual trust and understanding between the school heads and their subordinates in developing school goals, creating a unity of purpose, facilitating communication, and managing instruction.

Principals, thus, need to have the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the school. It is also stated that School principals should have a profile of possession of various training on school leadership and management (MoE, 1999 cited in Desalegn, 2014). Therefore, according to the Ministry of Education the principals of the school must have the necessary understanding, ability and significant preparation for school leadership.

On the other hand, it was stated in the document of MoE (2005) that a lot remains to be done particularly in the area of training and professionalizing principalship because school principals have failed to play their key leadership role. MoE emphasized that though much has been done during ESDP I, II, III and VI, still more efforts need to be exerted to strengthen managerial leadership, to meet the desired cognitive and attitudinal levels of the students. Again among the various overall strategies of ESDP III to improve quality education one is, the need for establishment of efficient school leadership and management. Despite this fact, school leaders need to increase student learning by



encouraging teachers' growth. Administrators who invest time, expertise, and energy in staff members increase staff capacity and thus improve student learning.

In 2012, Barton and Cox said that being an effective educational leader requires a complex set of knowledge, skills, and qualities. There is a temptation to think that the principal must know it all, be able to do it all, and be everything to everyone. As to CPSEL, (2001), effective principals should communicate with parents, teachers and students and be team builders by building coalitions between these stakeholders. Of the dozens of skills used in any given week by the leader of schools there are three main categories that will make that leader more effective: sound decision-making, regular two-way communication and fostering relationships (CPSEL, 2001). Therefore, the role of school leadership is very essential and hence it is non - negotiable as it is one of the major factors that identify effective schools from ineffective ones.

It is vital that the leader knows the best pedagogical practices of a vibrant learning environment such as differentiating instruction, creating hands-on activities, and designing interdisciplinary units that complement state and local standards. While pedagogy comes closest to the core of what an educational leader needs to know, there is also much practical knowledge required (Cotton, 2003). The principal must have a clear vision and must communicate that vision in every way he can as often as possible. Thus, the school principal should be well qualified but all well qualified school principals are not necessarily efficient and effective in terms of inculcating vision and mission, developing team spirit and building good school culture that helps schools' transformation and improvement. Well qualified and influential personality can manage the followers in a better way while using any type of leadership style.

School principals in Ethiopia are expected to perform well with educational leadership activities, such as management of resources, public relation, involving and working with parents, working with school communities in different school affairs, student discipline, curriculum improvement, professional development and evaluation. To meet the needs of the educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials are crucial (MoE, 2005).

From this researcher's personal observation, principals at government schools are not assigned by merit; rather they are often appointed by political proximity and delegated in favor of ethnicity; therefore, they might lack not only professional quality but also remain behind the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role to transform and change secondary schools.

Hence, effective leadership, in this study, is defined as ability to work with or through people to achieve the mission and vision of the secondary school in a manner that brings about continual improvement (Bushra, Usman & Naveed 2011). The study perceives two types of competences of secondary schools' directors: technical competences and leadership competences. Technical competences refer to qualification and professional (pedagogical) aspect; while leadership competences are measurable patterns of behavior essential for managing mission and vision, people and results and to be identified and operationalized by personal or self-competences, competences for working with others and performance competences.

Various researches have been conducted over the issue of principals' leadership effectiveness in schools both in the international and national bases; but, as far as the knowledge of this investigator is regarded, little research effort has been made focusing on the principals leadership effectiveness in secondary schools of Kaffa Zone. Therefore, this research was conducted to fill the gap on paucity /scarcity/ of data available on school principals' educational leadership effectiveness considering the secondary schools of Kaffa Zone.

Local studies such as: Desalegn Asefa (2014); a thesis entitled by, "*Practices and Problems of School Leadership in Secondary Schools of Addis Ababa City Administration*" was critically observed by this investigator. In fact, Desalegn had focused on the issue of school leadership practice and problems of Addis Ababa City Administration. The current study is different from this predecessor at least in two key points: in the first place, Desalegn's investigation was focused on school leadership practice and problems (processes) while the move in this current thesis was on school principals' educational leadership effectiveness (results). Second, Desalegn's investigation relied on secondary schools' leadership practices and problems in Addis Ababa City while this study focuses on the existing educational leadership effectiveness trend of secondary schools at zonal level including urban and rural secondary schools

found in Kaffa Zone. So the secondary schools' educational leadership trend and effectiveness level may vary depending on geographical, institutional and human resource variables.

The second overview was made on the output of Abebe, Ketema, Kassahun and Tadese (n.d.), entitled '*Practices and Challenges of Enhancing School Leadership in Gambella Regional State.*' Similarly, since Abebe, et al., had focused on practices and challenges of enhancing school leadership, their research basic questions were also different from this new attempt, due the main reason while they had focused on causes or reasons of enhancing the school leadership (input for 'doing the things right') in Gambella Regional State. This research provides duly attention towards the level of principals' leadership effectiveness (results) in secondary schools of Kaffa Zone.

A more similar past research was observed in the work of Birhanu (2014); entitled by, '*Principals' Leadership Effectiveness in Secondary Schools of Addis Ababa City Administration.*' In fact, this past research seems more similar with this current work in that both emphasize on the trend of principals' leadership effectiveness, but while Birhanu had focused on secondary schools and collected the data from Addis Ababa City, this research focused on secondary schools and gathers data from selected /50% of/ secondary schools of Kaffa Zone. Accordingly, due to geographical variation and human resource behavior of the two localities, findings of this research may vary from Birhanu's previous research.

Consequently, though the reviewed past researches had certain similarities with the current research in areas such as, focusing on school leadership and may be on methods of sampling and data collection; geographical variation, variation in the study population, research scope and research questions raised in the study are believed to be quite different from the above past works. But since the above past works were focused on practices and challenges of educational leadership, they are believed to provide reliable insights and standard benchmarks about how to conduct the current thesis effectively.

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

In order to come up with a sound and meaningful conclusion, this researcher attempted to fully answer the following research basic questions. These are:

1. To what extent do secondary schools' principals of Kaffa Zone have the understanding, ability and preparation for school leadership?
2. To what extent are secondary schools' principals in Kaffa Zone effective in setting vision, mission and goals of the schools in their educational leadership practices?
3. To what extent are secondary schools' principals in Kaffa Zone effective in creating and maintaining meaningful work relationships among the staff and the school and its community?
4. To what extent are principals in secondary schools of Kaffa Zone effective in maintaining good school culture, and managing the quality of instruction?

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

This research had general and specific objectives.

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

The general objective of this research was to investigate the principals' leadership effectiveness in secondary schools of Kaffa Zone.

##### **1.4.2. Specific Objectives**

The followings were the specific objectives of this research:

1. To examine whether secondary schools' principals in Kaffa Zone have understanding, ability and preparation for school leadership;
2. To examine the extent of secondary schools' principals in Kaffa Zone in setting vision, mission and goals of the schools in their educational leadership practices.
3. To identify the effectiveness of secondary schools' principals in Kaffa Zone in creating and maintaining meaningful work relationships among the staff and between the school and its community.
4. To distinguish school principals' effectiveness level in terms of creating, maintaining good school culture and managing the quality of instruction

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

The study was concerned with principals' leadership effectiveness in secondary schools of Kaffa Zone. It was assumed that this research would have certain significance to wide range of organizations.

First and for most, it may provide good insights for principals and other school leaders to examine their level of effectiveness. Leaders of educational institutions may get some relevant ideas on how to become effective in their leadership practices; moreover, they could realize the events which influence their institutions' strength and weakness; and develop their own leadership styles to meet the recurrent and the change which the school needs.

Second, it may bring the situation to the attention of the educational experts in Kaffa Zone Administration and the study woredas' education offices to undertake necessary adjustments where necessary about to bring clear insight into the existing practices and effectiveness in educational leadership and influencing factors so that appropriate measures that boost their leadership skill based on the findings and recommendations of the study.

In a more comprehensive terms, it may help the Regional Education Bureau to identify the existing gaps between the practice and the necessity for effective school principals competent in setting vision and goals of the schools, effective in creating and maintaining meaningful work relationships among the internal staff and between the school and its community and maintaining sound school culture, and managing the quality of instruction effectively.

Last but not the least, the study may also help trigger the interest of, and serve as a springboard for other research practitioners to carry out a system wide assessment with principals' leadership effectiveness in depth and breadth.

## **1.6. Delimitation of the Study**

The study has certain geographical and conceptual delimitations. Because of time and resource constraints, this study could not make a comprehensive attention to extend its investigation to relatively wider area coverage, including sector wide assessment over the

principals' leadership effectiveness. The study emphasizes the case only of Kaffa Zone and considers sample secondary schools only. Currently, in Kaffa Zone there are 12 woredas and 2 town administrations as well as 58 secondary schools distributed to these woredas and town administrations while the thesis emphasizes on selected 29 secondary schools' principals.

Conceptually, the study was delimited to the effectiveness of secondary school principals in leadership practices. The study perceives two types of competences of secondary schools' principals: leadership competences and the leadership competence contributions to pedagogical and school improvement. Standard indicators to measure the secondary school leadership effectiveness levels were borrowed from research and professional literatures.

### **1.7. Limitation of the Study**

The nature of data was limited to representative secondary schools which were selected through a random way. Since it was difficult to include all secondary schools distributed into 12 woredas and 2 town administrations, the study was relied on randomly selected schools.

On the other hand, participants of the study might hide their real feelings and consents towards the existing problems on principals' leadership effectiveness. To minimize such problems, the researcher used various data tools and procedures that could help triangulate data obtained from different informants.

### **1.8. Definitions of key Terms**

*Principal:* The headmaster, head teacher, headmistress, head, chancellor, principal or school director is the teacher with the greatest responsibility for the management of a College or, in the case of the United States and India, an independent school (Smith, 2016). In this context principal refers to secondary school director.

*Leadership:* The ability to influence the actions of others and to guide an organization to a desired state of being or functioning. Leadership according to the idea of transformational leadership, an effective leader is a person who does the

following: creates an inspiring vision of the future; motivates and inspires people to engage with that vision (Luneburg, 2012).

*Effectiveness:* The degrees to which the school principals understand the importance of building community; they empower teachers and cultivate leadership skills; they utilize data and resources; they have a vision and a plan; they create collaborative, inclusive learning environments; and they are passionate about their work (Day and Sammons, 2014).

*Unity of purpose:* All members of an organization focused on a common goal can be referred to as unity of purpose. The importance of leadership cannot be overstated in this regard. Unity of purpose is instilled through positive leadership supported by effective communication and it manifests in positive accomplishments, both in students' achievement and school development (Day and Sammons, 2014).

*“Top” students:* top students in this context refer to students who are high academic achievers and are willing to keep themselves with the school rules and regulations and yet collaborate with the school society to improve the school culture that promotes effective learning.

## **1.9. Organization of the Study**

This paper was organized in to five chapters. Chapter one focused on introduction: presented background of the study, statement of the problem, objectives, significance and limitations of the study. Chapter two came up with literature review. The literature review covered both empirical and theoretical documents. Chapter three discussed research methodology and it embraced research design, sampling techniques, data collection tools and instruments, and method of data analysis. The interpretation and discussion of data that was collected by both quantitative and qualitative methods were analyzed and interpreted in chapter four. Finally, findings, conclusion and feasible recommendation points were set in chapter five.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1. Definition of Leadership

Leadership is an interpersonal skill applied by a leader in the style which is best suited to the situation and ensures the attainment of desired goals by effective and continuous communication (Bennett 2009). Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes ( Bushra, Usman &Naveed 2011). Influencing is the process of leader communicating ideas, gaining acceptance of the motivating followers to support and implement the ideas through change (Carlton, 2009). According to Bushra, Usman &Naveed (2011), leadership must include essential elements. First of all, the relationship is based on *the influence* that is defined as using persuasion to have an impact on other people in a relationship. The influential relationship is multidirectional and non-coercive. The other essential element flowing from the definition of leadership is that the people involved in this relationship are leaders and followers. They intend real changes and develop mutual purposes to purchase the organization's objectives (Batool 2013; Cao 2009; Bennett, 2009; Carlton, 2009).

In 2004, Antoniadis, Cianciolo & Sternberg define leadership as a process that focuses on shaping or influencing people to obtain organizational goals. Cao (2009).defined organizational leadership as it is an interpersonal process that involves attempting to influence other people to attain a goal. As so many different definitions of leadership forming from different perspectives, Yukl (2010) summarizes that leadership is commonly understood as a process of using influence and motivation to encourage participation in achieving group or organizational success. Leadership effectiveness, on the other hand, refers to 'the extent to which the leadership brings about group or organizational success (Kowske & Anthony 2007). According to Carlton (2009), leadership is a process, whereas leadership effectiveness is a result. In defining quality leadership, Mahoney (2001), stressed visibility of the leader and nine other elements which include need for a two-way trust, teamwork, clear objectives, equally clear communication, self-belief, back-up with adequate resources, insistence on good performance, humility, and controlled aggression towards the opposition. From



Mahoney's perspective, an effective leader has to articulate a vision and communicate that vision clearly for members and stakeholders to buy into it. Owen (2005) also emphasizes that key behaviors expected of effective leaders include ability to motivate others, vision, honesty and integrity, decisiveness and ability to handle crisis and conflicts.

Educational leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. School leadership is second only to teaching among school-related factors in its impact on student learning, according to research. Moreover, principals strongly shape the conditions for high-quality teaching and are the prime factor in determining whether teachers stay in high-needs schools. High-quality principals, therefore, are vital to the effectiveness of the nation's public schools, especially those serving the children with the fewest advantages in life (Bolden, et al., 2003).

## **2.2. School /Instructional/ Leadership**

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role (Cotton, 2003).

Instructional model differs from the other models because it focuses on the direction of influence, rather than its nature and source. Instructional model is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Instructional model is very important dimension because it targets the schools central activities, teaching and learning. However, this paradigm underestimates other aspects of school life, such as sport, socialization, student welfare, and self-esteem (Bush, 2003 cited in Desalegn, 2014).

In 2012, Barton and Cox said that being an effective educational leader requires a complex set of knowledge, skills, and qualities. There is a temptation to think that the principal must know it all, be able to do it all, and be everything to everyone. While this is not possible, the effective educational leader must never stop acquiring knowledge; the

principal must use that knowledge with a variety of skills to create the conditions for learning; and the effective educational leader must embody a diverse set of qualities so that his vision is inclusive and attainable. Effective educational leadership starts with a wide-ranging knowledge.

Of course, it is vital that the leader know the best pedagogical practices of a vibrant learning environment such as differentiating instruction, creating hands-on activities, and designing interdisciplinary units that complement state and local standards. While pedagogy comes closest to the core of what an educational leader needs to know, there is also much practical knowledge required (Cotton, 2003).

An effective educational leader needs to keep two principles in mind while making decisions. First, the process used to make any decision needs to be based on an explicit, usually inclusive, process. It helps to tell the staff exactly what kind of decision the leader is about to make: the principal could be delegating or facilitating or collaborating on a staff driven decision, the principal could be consulting before a decision is reached or testing a preliminary decision, finally, the principal must sometimes directly make a decision with little or no input (Barton and Cox, 2012).

According to CPSEL (2001), regular, two-way communication with various aspects of the school community is also a very rewarding set of skills for the effective educational leader. Since nature abhors a vacuum, it is the principal's job to ensure that there is no vacuum when it comes to information about the school. The principal must have a clear vision and must communicate that vision in every way he can as often as possible. Educational leaders must listen to the staff, the students, the parents, and the community. While all of this communicating is time intensive, it is vital in its own right and to the relationship building that is part of being an effective education leader.

A principal needs to foster, cultivate, and facilitate relationships among and between himself and each of the constituent groups in the school community. All the listening that a principal does certainly helps to gather data, but it does far more to nurture relationships. Listening is far from the only way to promote positive relationships. Effective educational leaders must also see teachers and students at work (Cotton, 2003).

Possessing and communicating a clear vision is possibly the most important quality of an educational leader. Barton and Cox (2012) wrote that the effective educational leader must establish a clear vision and curl up with the singular purpose of making that vision the reality. As the position of principal covers so many domains, the school leader has to create a clear vision that covers leadership, community, and learning. Barton and Cox, (2012) continued saying, of course, there is great overlap in these three areas. The school principal's vision of leadership is: (1) doing what is best for the students, (2) understanding all about relationships, (3) realizing that process and participation matters in decision making.

The school principal's vision of community is based on three words: safety, respect, and learning. His/ her vision of learning is straightforward: all students can learn and be successful. Each of these vision statements is chock full of ideas and action plans, research and implementation, and trends and traditions. When a principal combines a clear vision with other qualities such as being organized, flexible, calm, outgoing, and fun that leader, can be an effective educational leader. Combining the qualities, skills, and knowledge needed to be an effective educational leader is a long-term, perpetual process. Every school deserves to have a principal who will be that effective educational leader.

### **2.3. Leadership Effectiveness**

A working definition of leadership effectiveness is as follows: "The successful exercise of personal influence by an individual, which results in accomplishing one or several goals as a result of the coordinated efforts of those who are led" (Antonakis, Cianciolo & Sternberg, 2004).

Leadership effectiveness has been a core topic in leadership research (Bushra, Usman & Naveed 2011). Leadership, by definition, implies that a leader influences one or more followers (Yukl 2010), and leader affect (i.e., moods and emotions) may be a key issue in understanding how leaders influence their followers and why leaders with equal skills and competences sometimes succeed and sometimes fail (Kowske & Anthony 2007). The effects of leader affect on their followers are not fully uncovered yet, but critical to understand (Batool, 2013). Antonakis, Cianciolo & Sternberg (2004) argued in that a key leadership function is to manage the affect of followers, and that this is one of the main

ways in which leaders influence performance. Thus, affecting others is a core issue within leadership, but unfortunately also one where our understanding is least developed. The most important criterion for leadership effectiveness is typically understood to be follower performance (Hannum & Craig 2008), and our goal in the current study is to contribute to the development of our understanding of the role of affect in leadership effectiveness by zooming in on what arguably is a key issue here: the nature of the task.

Leadership effectiveness has been defined as how well a leader functions (Kowske & Anthony 2007) effective when this leader benefits to the organization as well as the followers. Following this definition, examples of effective leadership are generating good culture for the organization, motivating followers-being, and maintaining a good reputation of the organization.

According to the leadership's researchers, effective leadership is a key analyst of organizational success or failure while examining the factors that lead to organizational success. The undeniable question is, do leadership or leaders and effective leadership matter and positively effect on organizational outcomes? Based on argument, the effective leadership is important and does effect on organizational outcomes (Batool201). The role of a leader is to handle strategy, inspire the team, and manage resources. An effective leader should have aptitudes in all of these areas, but when people talk about "leadership effectiveness," they typically are referring to their ability to inspire the team. Effective leaders know the organization's overall purpose and goals, and the agreed-upon strategies to achieve these goals; they also know how their team fits into the big picture, and the part they play in helping the organization grow and thrive (Yukl 2010).In sum up, effective leaders have power over specific traits and show specific behaviors or styles of leadership.

#### **2.4. Leadership Effectiveness Model**

The model states that there is no one best style of leadership. Instead, a leader's effectiveness is based on the situation. This is the result of two factors – "leadership style" and "situational favorableness" (later called "situational control") (Hofmann & Morgeson, 2004). Leadership models may be defined as guides that suggest specific leadership behaviors to use in a specific environment or situation. In addition,

they often use a graphic representation to show the required leadership behavior (Northouse, 2010).

Three models are discussed by Northouse (2010). These were:

- Managerial Grid - focuses on a leader's concern for task and concern for people to predict leadership outcomes
- Four Framework Approach - uses four common concepts to guide leadership behavior in specific situations
- Situational Leadership - guides a leader on the type of coaching required to develop a worker in a specific situation

Two large studies found that two types of leader behaviors were important concepts in leadership skills. While the two separate studies used different terms, they can be thought of as *concern for people* and *concern for tasks*. The study at Ohio State University identified these two behaviors as (Northouse, 2010):

- Consideration - relationship behaviors, such as respect and trust (concern for people)
- Initiating Structure - task behaviors, such as organizing, scheduling, and seeing that work is completed (concern for tasks)

The study at the University of Michigan identified these two behaviors as (Northouse, 2010):

- Employee Orientation - approaching employees with a strong human relations orientation (concern for people)
- Production Orientation - stressing the technical and production aspect of the job (concern for tasks)

The researchers from Michigan State thought of these two behaviors as being on opposite ends of a single continuum. Thus, a leader could be strong with one of these two behaviors, but would be weaker in the opposite one.

The Ohio State studies viewed these two behaviors as distinct and independent. Thus, a leader could be high or low in one or both behaviors. For example, in the U.S. Army, one of the most important rules is to take care of your soldiers and complete the mission

(task) — a leader should be good with both. Bad leaders can do neither nor do one, but not the other. The notion that just two dimensions can describe leadership behavior has the attraction of simplicity. However, humans are far from being two dimensional in their behaviors, hence, you have to learn more than the model, but the model is a great place to start (Northouse, 2010).

The four quadrants represent the level of strength of the two behaviors:

Authoritarian — strong on tasks, weak on people skills

Country Club — strong on people skills, weak on tasks

Impoverished — weak on tasks, weak on people skills

Team Leader — strong on tasks, strong on people skills

The goal to good leadership is to score at least a 6 on both task and people, which places the leader in the Team Leader grid.

The four leadership behaviors are discussed in more detail below.

**Team Leader (high task, high relationship)** - These leaders lead by positive example and endeavor to foster a team environment so that all team members can reach their highest potential, both as individual team members and as a group of people who use cooperation and collaboration. They encourage the team to reach goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They normally lead some of the most productive teams (Northouse, 2010).

**Authoritarian Leader (high task, low relationship)** - Leaders who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Authoritarian leaders mostly display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what went wrong and how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity), thus it is difficult for their subordinates to contribute or develop (Northouse, 2010).

**Country Club Leader (low task, high relationship)** - These leaders predominantly use *reward power* to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more

punitive coercive and legitimate powers. This inability results from fear that using such powers could jeopardize relationships with the other team members (Northouse, 2010).

**Impoverished Leader (low task, low relationship)** - These leaders use a “delegate and disappear” management style. Since they are not committed to either task accomplishment or maintenance, they essentially allow their team to do whatever they wish and prefer to detach them from the team process by allowing the team to suffer from a series of power struggles within the group (Northouse, 2010).

**Lead Primarily as Team Leader, but be Situational for the Other Three** — The most desirable place for a leader to be along the two axes at most times would be a 9 on task and a 9 on people — the Team Leader. However, do not entirely dismiss the other three. Certain situations might call for one of the other three to be used at times. For example, by playing the Impoverished Leader, you allow your team to gain self-reliance. Be an Authoritarian Leader to instill a sense of discipline in an unmotivated worker. Be an Impoverished Leader to allow others to teach others to lead. By carefully studying the situation and the forces affecting it, you will know at what points along the axes you need to be in order to achieve the desired result (Northouse, 2010).

In the Four Framework Approach, leaders display leadership behaviors in one of four types of frameworks: Structural, Human Resource, Political, or Symbolic. This model suggests that leaders operate in one of these four categories and there are times when one approach is more appropriate and times when it would not be. That is, any style can be effective or ineffective, depending upon the situation. Relying on only one of these approaches would be inadequate, thus we should strive to be conscious of all four approaches, and not just rely on one or two (Northouse, 2010).

For example, during a major organization change, a Structural leadership style may be more effective than a Symbolic leadership style; during a period when strong growth is needed, the Symbolic approach may be more appropriate. We also need to understand ourselves as each of us tends to have a preferred approach. We need to be conscious of these at all times and be aware of the limitations of just favoring one approach (Northouse, 2010).

The four leadership behaviors are:

**Structural Framework** - Structural Leaders focus on structure, strategy, environment, implementation, experimentation, and adaptation. In an effective leadership situation, the leader is a social architect whose leadership style is analysis and design. While in an ineffective leadership situation, the leader is a petty tyrant whose leadership style is petty details (Clark & McKenna, 2005).

**Human Resource Framework** - Human Resource Leaders believe in people and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information, and move decision making down into the organization. In an effective leadership situation, the leader is a catalyst and servant whose leadership style is support, advocating, and empowerment. While in an ineffective leadership situation, the leader is a pushover, whose leadership style is abdication and fraud (Clark & McKenna, 2005).

**Political Framework** - Political leaders clarify what they want and what they can get; assess the distribution of power and interests, build linkages to other stakeholders, use persuasion first, but will use negotiation and coercion if necessary. In an effective leadership situation, the leader is an advocate, whose leadership style is coalition and team building. While in an ineffective leadership situation, the leader is a hustler, whose leadership style is manipulation (Clark & McKenna, 2005).

**Symbolic Framework** - Symbolic leaders view organizations as a stage or theater to play certain roles and give impressions, use symbols to capture attention, frame experience by providing plausible interpretations of experiences, and discover and communicate a vision. In an effective leadership situation, the leader is a prophet, whose leadership style is inspiration. While in an ineffective leadership situation, the leader is a fanatic or fool, whose leadership style is smoke and mirrors (Clark & McKenna, 2005).

The situational leadership theory, developed by Paul Hersey and Ken Blanchard required level of *supervision* and *arousal* required to coach workers in specific situations so that they develop into great performers:

**Supervision** (directing) - The employee's skill and knowledge level determines the level of supervision (what the authors call *Directing*). On one end of the continuum is over-



supervision, while the other end is under-supervision. The goal is to hit the sweet-spot. Under-supervision leads to miscommunication, lack of coordination, and the perception by subordinates that the leader does not care. Over-supervision stifles initiative, breeds resentment, and lowers morale. The goal is to provide the correct amount of supervision that is determined by the employee's skill and knowledge level.

**Arousal** (supporting) - The employee's skill and knowledge level determines the amount of arousal or emotional support required (what the authors call *Supporting*). This emotional support raises or lowers the task holder's arousal level (the inner-drive within our self-system). A certain level of arousal motivates us toward change (learning). However, too much or too little will over or under stimulate our behavior. In highly cognitive tasks a low arousal is required as over-stimulation may occur (and vice-versa). For more information, see arousal (Clark & McKenna, 2005).

Ken Blanchard later refined the model and changed the term *Situational Leadership Theory* to simply *Situational Leadership*. In his model, leadership is the act of providing the correct amount of supervision (Directing Behavior) and arousal (Supportive Behavior), which in turn, produces the best learning and developmental environment. Situational Leadership is basically is a four-step model, however, depending upon the situation, you can jump into any step as required (depending on how well an employee can perform and is motivated to perform):

Directing - Provide a lot of direction (learner does not know how to perform) and a small amount of support (you do not want to overload learner).

Coaching - Decrease direction (so that learner can learn by trial and error) and increase support (needs emotional support due to some failure).

Supporting - Decrease direction even more (so that learner can become self-supporting) and decrease support.

Delegating - Provide direction and support on an as-needed basis (Clark & McKenna, 2005).

## **2.5. Achieving Success through Unity of Purpose**

In 2016, Smith said that all members of an organization focused on a common goal can be referred to as unity of purpose. The importance of leadership cannot be overstated in this regard. Unity of purpose is instilled through positive leadership supported by effective communication and it manifests in positive accomplishments through coordinated efforts. Team goals are reached through team efforts. Through unity of purpose dedication and loyalty are fostered and success through purposeful action is realized. Leadership and shared vision are the seed from which coordinated efforts materialize. Sense of direction is always most powerful when objectives are formulated with affected participants included in their development. When people share in the establishment of objectives a shared vision is created and unity of purpose is borne.

Smith (2016) continued saying, when organizational objectives are reached for through coordinated efforts they become much more achievable. Unity of purpose increases the power of contribution exponentially. Each individual that recognizes the shared vision of the organization and strives toward it renders the goal that much more attainable. Leadership, coordination, cooperation, and contribution are the keys to success through unity of purpose. Leadership establishes direction and coordinates group efforts. All team members contribute in a coordinated effort to achieve organizational objectives. Through accomplishing group goals individuals succeed.

## **2.6. Transformational Leadership**

Although transformational and transactional leadership could be considered behavioral approaches to leadership, Hofmann & Morgeson (2004) view them as power or influence approaches because they are concerned with a leader's influence on subordinate attitudes in order to align them with the organization's objectives and strategies (Hofmann & Morgeson, 2004).

Transformational leadership was initially introduced by Burns (Bass & Bass, 2008) who defined transformational leaders as those that are able to inspire individuals to meet goals (organizational, team) beyond their own and enable them to see the value of meeting those goals beyond their self-interests. However, later work by Bass (Northouse, 2010)

further expanded and refined this model, which has become the most influential conceptualization of transformational/transactional leadership. Bass conceptualized leadership as a continuum ranging from transformational to transactional and laissez-faire leadership. Transformational leaders act as role models, inspire and challenge employees as well as act as mentors. Unlike transformational leaders, transactional leaders' influence focuses on motivating employees to attain certain performance standards and meet task objectives, in exchange for rewards. They are less concerned with inspiring employees or attending to their individual needs.

Transformational leaders generate trust, respect and admiration from followers, which are considered important facilitators and motivate followers to perform beyond expectations (Yukl, 2010). It is further argued that transformational leaders have a positive influence on safety by enhancing perceived fairness and employee organizational commitment and creating a positive work climate (Zacharatos et al., 2005).

Transformational leadership links with positive outcomes on individual as well as organizational levels. Transformational leaders emboldens followers to attain higher-order needs like self-actualization, self-esteem (Jung, 2001), and are influential in surging followers' motivation in the direction of self-sacrifice and achievement of organizational goals over personal interests. Leaders with Idealized Influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking (Zacharatos et al., 2005).

Inspirational motivation affords a cradle of encouragement and challenges followers to achieve the set goals, whereas, Intellectual Stimulation inspires followers to be more creative and innovative in their problem-solving skills. Transformational leaders grade their relationships with followers very high in priority and demonstrate individualized consideration in meeting their needs for empowerment, achievement, enhanced self-efficacy and personal growth. Leadership styles, however, do not embrace all of the factors that influence innovation.

I. *Idealized Influence*. It is the attribute of a leader which inspires followers to take their leader as a role model. Charisma is an alternate term which replaces idealized influence. Idealized influence creates values that inspire, establish sense, and engender a sense of

purpose amongst people. Idealized influence is inspirational in nature. It builds attitudes about what is significant in life. Idealized influence is related with charismatic leadership (Yukl 2010; Houges, Ginnett and Curphy, 2006). Charismatic leaders instill self-confidence onto others. It is their demonstration of confidence in a follower's preparedness to make self-sacrifices and an aptitude to undertake exceptional goals which is an influential rousing force of idealized influence and role-modeling behavior (Ryan & Tipu, 2013). Leaders with confidence in their employees can secure great accomplishments. Leaders with idealized influence are endowed with a constructive sense of self-determination. Ryan & Tipu (2013) showed that maintaining self-esteem is a powerful and pervasive social need. These leaders are high in the conviction, transform their followers through regular communication, presenting themselves as role model, and encouraging them toward achieving the mission and goals of the company.

As per Ryan & Tipu (2013), transformational leaders' role of mentoring followers and learning about key responsibilities of leaders in the context of idealized behavior. Such leaders are learning leaders. In short, fundamental pointers of idealized influence are role-modeling, articulation and values-creation, providing sense of purpose, meaning, self-esteem, self-determination, emotional control and confidence in followers.

II. *Inspirational Motivation*. Developing the consciousness of followers, aligning them towards the organizational mission and vision, and motivating others in understanding and pledging to the vision is a key dimension of the transformational leadership style of inspirational motivation. Inspirational motivation targets at the principle of organizational existence, instead of personality of the leader (Bass & Avolio, 2004). Instead of suffocating employees, a leader with this style, encourages the employees in the organizational pursuit drawing best out of them. The prevention of experimentation and hampering creativity only frustrate employees who want to positively and productively contribute to the organization (Yukl 2010; Houges, Ginnett and Curphy, 2006). Leaders equipped with this style encourage the employees rendering them more autonomy to make decisions without supervision and providing them the tools to make these decisions. The leaders using this behavior set high standard for followers besides communicating their vision in unambiguous ways, and encouraging them to develop beyond the normal situations for their own and organizational growth (Houges, Ginnett and Curphy, 2006). The successful executives are always active with their people by

inspiring, rewarding and correcting them and by replacing them, if they fail, thereby, creating opportunities for others. In short, leaders with inspirational motivation behavior create vision, establish communication and manage challenging workers by encouraging, working with them and giving them autonomy.

III. *Intellectual Stimulation*. Leaders with characteristics of intellectual stimulation are those who intellectually stimulate followers, engender creativity and accept challenges as part of their job. They maintain their emotional balance, and rationally deal with complex problems. They cultivate the similar skills in their workers as well. They develop problem solving techniques in the followers for making complex decisions, reflecting a mutual consensus between leaders and employees. The intellectual stimulation leadership approach projects in large measure the mentoring, coaching, morale-building strengths of individualized consideration. Both leadership approaches build organizational skills as well as character, similar to caring leadership behaviors that coach and challenge approach (Bass & Avolio, 2004). In other words, leaders with this leadership approach require first to unravel the complexities of the challenge, develop sense of direction towards what it means for them and their workers prior to promoting worker involvement in the challenge. There are different levels of intellects and encouragement to work actively. It is an ability to intellectually stimulate the workers and a propensity to get involved actively in the work (Dess & Picken 2000). In nutshell, the key indicators of the intellectual stimulation are rationality, creativity, consensus decision-making, coaching, supporting, challenging, and involvement.

IV. *Individualized Consideration*. Individualized consideration is concerned with the basic transformational leadership behaviors of regarding individuals as fundamental contributors to the work place. Such leaders display concern for their workers' needs, and are equipped to boost and coach the development of desired workplace behavior. Their role alternates from participatory to autocratic style. In short, fundamental elements of individualized consideration consist of reassurance, caring for and coaching of individuals and an open and consultative approach (Bass & Avolio, 2004).

### **2.6.1 The Applicability of Transformational Leadership Models in Ethiopia**

According to Hassan (2009), Ethiopian organizational leaders operate in unpredictable environments. Research regarding transformational leadership and its effective use within Ethiopian culture is lacking. Ethiopian leadership styles are impacted by insecurity and lack of leadership, government policies, and social amenities; change must be made within Ethiopian culture to incorporate transformational leadership. Organizational and social changes are interdependent and are affected by political structures and conditions, and current Ethiopian leaderships are ineffective in gaining followers' respect, trust, and loyalty. However, transformational leadership could create more effective fellowship in Ethiopian organizations. The implications for positive social change will become evident as Ethiopian citizens regain confidence, trust, and a stronger more effective government through transformational leadership more effective government through transformational leadership.

### **2.6.2 The Applicability of Transformational Leadership in School Context**

Desalegn (2014), conceptualizes transformational Leadership model along eight dimensions such as building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values, creating a productive school cultures; and developing structures to foster participation in school decisions. However, it may be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led and transformational leadership has the potential to become "despotic" because of its strong, heroic and charismatic features.

## **2.7 Dimensions of Leadership Effectiveness**

In line with Houston and Dockstader (2002), Alabi and Alabi (2010) conceptualize quality of leadership as the ability to achieve a vision and continuously improve the human, economic and social capital of the organization or outfit in a sustainable manner. Every leader who wants to give quality leadership must first have a vision, mobilize resources to achieve that vision and use the resources prudently to achieve and improve upon what is achieved (Zhu, Chew and Spangler, 2005). Leadership in this context is, therefore, not limited to human aspects of influencing or inspiring commitment towards

the goal alone. This view suggests that effective management skills should be a requirement for quality of leadership.

In defining quality leadership, Mahoney (2001), stressed visibility of the leader and nine other elements which include need for a two-way trust, teamwork, clear objectives, equally clear communication, self-belief, back-up with adequate resources, insistence on good performance, humility, and controlled aggression towards the opposition. From his perspective, an effective leader has to articulate a vision and communicate that vision clearly for members and stakeholders to buy into it. To him, vision, self-belief, results focus, courage, integrity, teamwork, communication, attentiveness, and commitment cannot form a conclusive whole. He says the perfect blend cannot be achieved without visibility, which is defined as how a leader demonstrates his or her possession (competence) and exercise of all the powers required over time.

Additionally, Owen (2005), also emphasizes that key behaviors expected of top leaders include ability to motivate others, vision, honesty and integrity, decisiveness and ability to handle crisis and conflicts. Fleenor & Bryant (2002) have identified 14 categories of leader behavior, including planning and organizing, problem solving, clarifying, informing, monitoring, motivating, consulting, and recognizing. Others are supporting, managing conflict and team building, networking, delegating, developing and mentoring, and rewarding. Another study by Fleenor and Bryant used a 360-degree feedback instrument that solicits ratings from several sources (e.g., self, boss, peers, direct reports), to collect effective data for the managers in their study. Fleenor and Bryant used a 22-scale benchmark on six 'derailment' main scales (which was adopted from CCL, 2000: 3) to measure problem areas that can stall a career as indicated below:

1. Problems with Interpersonal Relationships – insensitive, cold, aloof, arrogant.
2. Difficulty in Molding a Staff – over-manages, unable to staff effectively.
3. Difficulty in Making Strategic Transitions – unable to think strategically.
4. Lack of Follow-Through – overly ambitious, untrustworthy.
5. Overdependence – over dependent on advocate or mentor.
6. Strategic Differences with Management – unable to adapt to a boss with different style.

However, these attributes are characteristics of leaders and do not necessarily describe conditions necessary for effective leadership. Leadership effectiveness is seen as ability to move people to achieve results in a consistent manner (Bolden, et al, 2003).

## **2.8. Characteristics of Effective Leader**

The true task of leadership involves the ability to make change happen. Although multitudes of research have been done on what makes an effective leader, there appears to be no guaranteed consensus. Essentially outstanding leaders become a fine balance between traits, abilities, behaviors, sources of power, and aspects of the situation. These become the determining factors of the ability to influence followers and accomplish group objectives (Vojta& Associates, 2014).Therefore, any member of any group, at any one time, may assume a leadership role, given any degree of innate traits and the circumstances surrounding the event.

Different people who can effectively influence what the group does, how it is done and the method by which the group relates to one another could carry out various leadership functions .The most effective measure of a leader and his/her competency is the extent to which the group attains its goals. It is easy to see why Stephan Covey, author of *The 7 Habits of Highly Effective People*, said "Begin with the end in mind." Formulate an idea and then work through the details so as to commit every thought, feeling, and emotion knowing that you can portray it with confidence and honesty. It incorporates attitudes; values and a mindset that can facilitate commitment and transformation (Vojta & Associates (2014).

Leadership begins by developing a vision, a desire or picture of how an organization will look in the future. Often it represents an idea or dream of what might be or could be. It's the classic "If only..." statement. A leader is capable of taking this "if only..." and bringing it to life. In reality, a vision denotes the "what" and the leader represents the "how" or the elements of what needs to be done to achieve the vision (Carlton, 2009). Effective leadership begins with the fundamental ability to believe in oneself. It incorporates a maturity, conviction, and expertise that translate into a purpose and direction. It is this clarity of vision that gives great leaders the confidence to adopt the role of instilling motivation, self-esteem, and teamwork. As visionaries, they are



disciplined thinkers and confidently trust their intuition (Vojta & Associates (2014). Leaders understand fully their environment and can transform situations to attain an established vision.

Leaders can combine change with growth, take prudent risks, and demonstrate considerable problem solving abilities. They believe in people, are sensitive to other's needs and appreciate a person's core values. They will actively remake a challenge to yield productive outcomes by creating an organization that develops and fosters success. Although often debated, leadership traits can be learned skills that with encouragement and reinforcement can produce outstanding individuals (Vojta & Associates (2014).

To understand the behavior and traits of a leader, one needs to look at their innate characteristics.

Most significant are energy level, physical stamina and stress tolerance. High energy and stress tolerance help to deal with the fast pace and often chaotic events of today's business. Leadership brings unrelenting demands that require physical vitality and a high degree of emotional resilience. Second, it requires the ability to problem solve and draw out those to creatively resolve issues along the way. One needs to be flexible with ideas and open to a variety of solutions and viewpoints. The key is to "see the forest through the trees" and have the ability to effectively meander through a variety of circumstances and obstacles, but to keep focused on the vision (Stronge 2008).

As Vojta & Associates (2014).stated, lack of a clear vision is a major reason for the declining effectiveness of a leader. No matter what the situation, leaders need to be able to communicate their ideas clearly and commit themselves to the outcome. A leader must be able to transform his vision to a more inclusive position by gaining the trust and commitment of those needed to fulfill his objective. Once formulated the vision represents a direction and must be reinforced by consistent and reliable actions of the leader.

Gaining commitment of those individuals, who will participate in the process of changing and growing an organization, requires that they must be emboldened by the task. If the leader is unable to get the commitment of others and can only achieve compliance, the ability to achieve success greatly diminishes. Leaders also need the confidence to build

self-esteem in others and still maintain a strong degree of integrity in them (Bass & Avolio, 2004). With this comes the ability to influence an organization up, laterally and below as well as internally and externally. One must be able to gain the approval of everyone involved to make an idea reality. The ability to develop cooperative relations, to be a team player and to create an atmosphere that supports a high degree of collegiality, marks the true leader (Stronge, 2008).

Leadership is further challenged by the ability to motivate others, often over a long period of time, and guide others effectively. In 2002, Dvir, Eden, Avolio & Shamir (2002) stated, that management is doing things right; leadership is doing the right things. The “right” in management terms comes from the interaction with others. Leadership is never an individual’s directing, it’s a cooperative effort fostered by listening, gathering a variety of opinions, considering effective strategies and effectively generating a clear vision.

The literal definition of leadership is the behavior of an individual when he is directing the activities of a group with a focus on a shared goal. It is the process of influencing the activities of an organized group toward goal achievement, as well as, the process of giving meaningful direction to collective efforts and achieving one’s objective (Fleenor & Bryant, 2002). Although there are thousands of documented definitions of what leadership is, it essentially always incorporates the ability to influence individuals with the objective of achieving an intended goal (Stronge, 2008).

A leader needs to achieve tough, demanding goals that he set himself in addition to those set by an organization, and focus on surpassing both objectives. As important as flexibility contributes to this equation of leadership, it is important to sustain a competitive spirit. When commitment is reached by leadership, it means that individuals agree with the idea and will make the greatest effort to execute effectively (Bass & Avolio, 2004). The process of mobilizing commitment must be generated early and with a clear understanding that involvement is critical to success. This dedication is coupled closely with trust, a vital link to achievement within the organization. Trust is indirectly proportional to risk. To increase trust, leaders must decrease risk. Leadership depends on minimizing risk to ensure that the trust factor is solid. As a leader, the ability to maintain

high levels of trust comes through consistent actions, honesty, expertise, confidence and clarity (Vojta & Associates (2014).

Probably most significant is the dedication to values that are exhibited by the leader's own behavior and the method by which one reinforces behaviors in others. Undoubtedly, successful leaders are intelligent enough to understand the needs of others, know the necessity of commitment, be energetic, possess the courage of conviction, and have an innate integrity. What can be expected of others is nothing less than what can be expected of oneself (Vojta & Associates, 2014).

Although leadership has many definitions and varied criteria for success, it is defined by the assumption that it is an influence process that in many cases is situational. The success of a leader depends on his/her ability to achieve a goal through the actions of those involved. It takes the commitment of others in the organization to implement a leader's vision and goals. Society and organizations must have effective leadership in order to successfully achieve their objectives (Bass & Avolio, 2004). But primarily because it is vital for growth and the overall well being of our society, one must also remember that leadership needs to be constantly developed, reinforced and be able to effectively foster commitment within an organization.

Similarly, schools are increasingly under public inspection, supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE, 2012). In addition, leadership cannot be separated from the socio political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes.

Effective school leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Rosenthal and Pittinsky (2006) describe effective leaders as follows: "Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their

mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals.

Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. Harris (2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations Harris found that factors affecting success include the school's vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people centered and those who give importance to human needs rather than to organizational needs according to personal and professional values.

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

According to Salahuddin (2011), effective leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have potential to contribute to leadership for school improvement, but need scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate; and provide support for all teachers to be able to contribute their knowledge and skills to leadership that helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other forms of leadership.

## 2.9. Successful School Leadership

### 2.9.1 School Improvement: International Reviews of Best Practice

Working with partners including the Department of Education at Oxford University, the Centre for Equity in Education at the University of Manchester, the University of Glasgow, the University of Nottingham and the Hong Kong Institute of Education, Education Development Trust has commissioned a series of reviews of international literature. These reviews cover a range of topics related to school improvement including assessment for learning; the inclusion of students with special educational needs; effective teaching practice; school self-evaluation; and successful school leadership (Day and Sammons, 2014).

The idea that schools can impact positively on student outcomes is a crucial driver in the rise of interest in school improvement research and practice. These reviews highlight international examples of best practice in order to effect change and identify how effective school improvement manifests itself. It forms a useful tool for schools and school leaders, but also acts as a lesson for policymakers in terms of what works around the world (Day and Sammons, 2014).

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

1. *Shaping the Future*: creating a shared vision and strategic plan for the school (in collaboration with governing body) that motivates staff and others in the community;
2. *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;

3. *Developing self and Working with Others*: building effective relationships and building a professional learning community through performance management and effective professional development for staff;
4. *Managing the Organization*: improving organizational structures through self-evaluation, organization and management of people and resources in order to build capacity across the workforce and deploy cost effective resources;
5. *Securing Accountability*: head teachers are accountable to students, parents, careers, governors, the local authority and the whole community to provide a high quality of education for promoting collective responsibility within the whole school community and for contributing to the education service more widely;
6. *Strengthening Community*: creating links and collaborating with other schools, parents, careers and other agencies to share expertise and ensure children's wellbeing (Day and Sammons, 2014).

England has a relatively decentralized education system with many leadership and management decisions taken at a school level. This is a consequence of the introduction of Local Management of Schools (LMS) that devolved autonomy on resource allocation and priorities from local authorities to school governors. A 2007 research study (Day and Sammons, 2014) outlined six main areas of responsibility that head teachers identified by themselves: accountability (time spent fulfilling the legal and other responsibilities of head teachers); strategy (setting the strategic ethos of the school and improvement planning); managing teaching and learning; staffing issues (including recruitment and staff's professional development); networking (with other schools and other appropriate organizations); and operations (the day-to-day management of the school).

In England, head teachers are held accountable for school performance through a highly developed national accountability framework. This framework includes individual target-setting for each school, the publication of exam results and a national inspection regime where reports on the performance of individual schools are publicly available and parents are encouraged to examine these reports when choosing a school for their child. The considerable autonomy and control that school leaders have in some areas is thus linked to high levels of accountability and areas of national guidelines and prescription. Head teachers' professional associations have called for more intelligent accountability, more flexibility on staff pay and conditions and, in particular, 'more support and less pressure'

for school leaders from national agencies, Ofsted and central government (Day and Sammons, 2014).

The findings of this study were echoed in another study OECD (2009) which found that leaders have direct and indirect effects on student learning – direct effects through the building of ‘organizational learning’ through work with staff and leadership capacity that has a clear focus on teaching and learning and subsequently indirectly affects students’ motivation, behavior, engagement, learning and achievement. Similar conclusions were drawn in other studies focused on Australia and England respectively (Sammons, Gu, Day & Ko, 2011). In short, it appears that it is the collective leadership effects that count. Such leadership effects do, it seems, draw primarily upon two models or theories of effective leadership which are set out below. For the purposes of this review, therefore, we will draw upon these two main theories of leadership – transformational and pedagogical/instructional which a range of research now acknowledges provide a ‘best fit’ with notions of the kinds of collective leadership which are inescapable in schools of the 21st century, defined as: ... a shift away from the conventional, hierarchical patterns of bureaucratic control toward what has been referred to as a network pattern of control, that is, a pattern of control in which line employees are actively involved in[making] organizational decision[s] [and] staff cooperation and collegiality supplant the hierarchy as a means of coordinating work flows and resolving technical difficulties (Sammons, et al., 2011).

What the definition and the combination of transformational with pedagogical/instructional leadership approaches also signal is the shift, over the last two decades, from principal as manager to principal as both manager and leader.

### **2.9.2 Measures of Transformational Leadership in Schools**

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 (Mulford & Silins, 2010). 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 (Mulford & Silins, 2010). These specific practices reflect, but also add to, three functions of managerial taxonomy (Mulford & Silins, 2010) 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. 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.

*Understanding and developing people:* 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 (Miller & Rowan, 2006). These specific practices not only reflect managerial behaviors in the managerial taxonomy (supporting, developing and mentoring, recognizing, and rewarding) but, as more recent research has demonstrated, are central to the ways in which successful leaders integrate the functional and the personal. Included among these practices are being collegial, considerate and supportive, listening to teachers' ideas, and generally looking out for teachers' personal and professional welfare. Acknowledging and rewarding good work and providing feedback to teachers about their work also mean positive working conditions for teachers. Head teachers assist the work of teachers, in addition, when they provide them with discretionary space, promote regular access to a range of professional learning and development opportunities, distribute leadership across the school and 'practice what they preach' (model appropriate values and practices) (Miller & Rowan, 2006).

*Redesigning the organization:* The specific practices included in this category are concerned with establishing work conditions, which allow teachers to make the most of



their motivations, commitments and capacities. School leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions (Sergiovanni, 2001). Specific practices are building collaborative cultures, restructuring and re-culturing the organization, building productive relations with parents and the community, and connecting the school with its wider environment (Sergiovanni, 2001). Comparable practices in the managerial taxonomy include managing conflict and team building, delegating, consulting, and networking.

*Managing the teaching and learning program:* the specific practices included in this category aim to create productive working conditions for teachers by fostering organizational stability and strengthening the school's infrastructure. Specific practices are staffing the teaching programs, providing teaching support, monitoring school activity, and buffering staff against distractions from their work (Mulford & Silins, 2010). The taxonomy includes monitoring as a key part of successful leaders' behaviors. Providing resources for teachers and minimizing student misbehavior or disorder in the school are highly valued conditions of work which head teachers are also in a position to provide.

*Other practices:* Four influential practices by head teachers emerged from the review which could not readily be classified among the four sets of core leadership practices. Positive effects on teachers' individual and collective efficacy, organizational commitment and stress were reported for head teachers who were able to influence the decisions of senior leadership colleagues to the benefit of the school, communicate effectively and act in a friendly manner. By contrast, it was found that excessive stress and loss of trust on the part of teachers resulted from inconsistent behavior on the part of head teachers and frequent failure to follow through on decisions (OECD, 2009).

While some studies have suggested that transformational leadership practices primarily emphasize relationships (Sammons, et al., 2011) it is clear from this body of literature that effective transformational leaders also place an emphasis upon promoting better student outcomes through the use of pedagogical/instructional leadership, also sometimes referred to as 'leading for learning' (OECD, 2009).

### **2.9.3 Pedagogical/Instructional Dimensions of School 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 (OECD, 2009).

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 (Mulford & Silins, 2010). 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. 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 (OECD, 2009). 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 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 (West, Ainscow & Stanford, 2005). The figures in brackets indicate the relative 'effect size' impacts where 0.2 and below is small, 0.4 is medium and 0.6 and above is large. Associated with each of these dimensions is leaders' enthusiasm, optimism, willingness and ability to 'walk the talk'.

- *Establishing goals and expectations (0.42)*: establish the importance of the goals; ensure that the goals are clear and develop staff commitment to the goals.
- *Resourcing strategically (0.31)*: use clear criteria that are aligned to pedagogical and philosophical purposes and ensure sustained funding for pedagogical priorities.
- *Planning, coordinating, and evaluating teaching and the curriculum (0.42)*: promote collegial discussions of teaching and how it impacts on student achievement; provide active oversight and coordination of the teaching program; observe in classrooms and provide feedback that teachers describe as useful and ensure systematic monitoring of student progress and use of assessment results for program improvement.
- *Promoting and participating in teacher learning and development (0.84)*

According to this meta-analysis (West, Ainscow & Stanford, 2005) this dimension of leaders' work produced the 'largest estimated effect size' i.e. a significant effect on student outcomes. In this dimension, leaders: ensure an intensive focus on the teaching-learning relationships; promote collective responsibility and accountability for student achievement and well-being; and provide useful advice about how to solve teaching problems.

- *Ensuring an orderly and supportive environment (0.27)*: protect teacher time; ensure consistent discipline routines and identify and resolve conflicts quickly and effectively (OECD, 2009).

The meta-analysis also identified three dimensions of effective pedagogical leadership drawn from indirect evidence. These are:

1. *Creating educationally powerful connections by*: establishing continuities between student identities and school practices; developing continuities and coherence across teaching programs; ensuring effective transitions from one educational setting to another; and building and enhancing home-school connections.
2. *Engaging in constructive problem talk by*: discovering the reasons why teachers do the things they seek to change and leading discussions of the merits of current and alternative practices.
3. *Selecting, developing and using smart tools by*: ensuring they are based on valid theories and ensuring they are well designed (West, Ainscow & Stanford, 2005).

This is particularly important knowledge about effective, successful leaders' work, since it highlights the importance of emotional literacy (Mulford & Silins, 2010) continuing 'close-up' participation in teachers' work and attending to parental participation to ensure active engagement in support of students' learning. Indeed, this sobering reflection attempts to illustrate what one researcher refers to as a kind of 'spirituality' required of leaders – a self-understanding or 'world-view': Most educational leaders will experience failure, disappointment, frustration, rejection and hostility at some time during their professional lives.

The lack of a set of fundamental principles makes such reverses almost impossible to bear and may actually give rise to acute dysfunction. When faced with personal rejection we can either seek to reaffirm the principles by which we work or become reactive, pragmatic and expedient (West, Ainscow & Stanford, 2005). The meta-analysis results suggest that transformational leadership is less likely to result in strong effects upon student learning and achievements (because it focused originally upon staff relationships) (Sammons, et al., 2011). By contrast, because pedagogical/ instructional leadership is focused on the core business of schools in enhancing effective teaching and learning it is likely to have a larger impact on student outcomes. The meta-analysis indicated that the impact of pedagogical leadership is nearly four times that of transformational leadership (Mulford & Silins, 2010).

## **2.10 Conceptual Framework**

A new philosophy of leadership is emerging. Dubbed "post-heroic" leadership, it is based on bottom-up transformation fueled by shared power and community building. The Living Organization, quoted earlier, eloquently expresses the fluid, distributed, community, and action-oriented nature of leadership from this perspective (Nirenberg, 2013).

Extension Committee on Organization and Policy and Cooperative State Research, Education, and Extension Service Strategic Framework Team (2005) found that although various scholars and authors differ in their scope and focus when describing changes required by the new leadership philosophy, there are at least three common themes: shared leadership, leadership as relationship, and leadership in community. The idea of

shared leadership is variously termed dispersed, roving, distributive, collective, or group-centered leadership, and organizations are referred to as "leaderful." The assumption is that all of us have leadership qualities that can be pooled and drawn upon as needed, when working with others on vital common issues.

The related theme, leadership as relationship, revolves around the idea of a network of fluid relationships and is built on the concepts of empowerment, participation, partnership, and service. The third theme, leadership in community, envisions community as the conceptual setting in which the leadership relationship takes place. "Communities of commitment" (Kofman and Senge, 2013) represent a shift from competition and self-centeredness. They provide both a model for organizing and a haven for the expression of spirituality, the practice of new ways of relating, and the promotion of important values such as trust, commitment, sharing, and ownership.

### **2.10.1. Need for a Conceptual Framework**

Michigan State University Extension (MSUE) found itself engaged in vigorous, yet highly dispersed efforts in leadership development. Some leadership development programs are targeted at inner city youth. Others build the capacity of governmental officials, family policy advocates, and citizen volunteers. Still another approach is used with participants in programs in which there is an integrated leadership development component. The need for a coherent framework was expressed in various ways. Some associated with MSUE felt that leadership development programs suffered from the lack of a clearly articulated unifying vision. Others cited a lack of evidence of lasting change resulting from leadership development programs and the need for long-term evaluations. Some criticized leadership development programs generally for often being too short-term, top-down, and generic, and for a focus on personal enrichment rather than the systematic development of groups wanting to bring about change (Nirenberg, 2013).

Therefore a task force was charged by Director Gail Imig with articulating a conceptual framework to guide existing and future community-based leadership development efforts. Further, it was projected that a unifying framework could contribute to (a) a common language that program planners and participants involved in community-based leadership development could use to share plans, experiences, and results with each other; (b) a

design for assessing the impacts of the many variations of leadership development programs, and for identifying factors instrumental in creating lasting change; and (c) a stronger basis from which faculty and staff could develop inquiry, share experiences, and establish partnerships with others, both on and off-campus, engaging in community-based leadership development (Vandenberg and Sandmann, 2005). Accordingly, a more comprehensive description of the foundational literature and the conceptualization, including assumptions, concepts, success scenarios, school role and examples, are presented in the task force final report and is available from the authors.

### **2.10.2. A Conceptual Framework for Leadership Development**

The framework is composed of four parts. The first part, described earlier, is driven by a holistic philosophy of community, vision, learning, and action. These forces form the outline of the task force view of leadership. The second part of the framework relates these elements to seven action-based values. The third examines the roles of designated leaders in promoting community action leadership. The fourth part applies methodological principles to these values and processes in terms of both method and content.

According to Vandenberg and Sandmann (2005), embedded in the Community Action Leadership Development (here on wards we call it “CALD”) definition are seven action values.

1. *Visioning Together*: Developing a shared vision that is future-focused and built on a group's strengths is an essential starting point. Visioning engages the spirit, gives meaning and purpose to group efforts, and allows members to rise above self-interest and maintain motivation. A shared vision provides a boundary for action.
2. *Leading Together*: In "leaderful" organizations, leadership roles are shared and everyone takes responsibility for group process and action. Trust, developed in part through honest and open communication, is the foremost requirement. Designated leaders promote the development of each person by modeling, inspiring, teaching, delegating, and serving.

3. *Learning Together*: Effective CALD is based on knowledge, which provides substance to a vision and informs action. Group members bring knowledge but also build knowledge through learning cycles. Learning cycles involve planning, acting, and reflecting together.
4. *Building Community*: At the heart of CALD is a caring community with strong, trusting intra-group relationships forged by visioning, leading, learning, and acting together. A sense of community is reflected in feelings of identity and commitment, in acceptance and appreciation of diversity, and in constructive processes for examining and mediating conflict.
5. *Developing Energy*: Collective energy is a group's ability to develop or obtain the resources necessary to achieve its goals. To nurture it, a group must focus on organizational development or capacity building. Collective energy requires promoting collective ownership in visioning, learning, planning, decision making, and action.
6. *Acting Together*: Acting together focuses collective energy and gives life to a vision. The action process requires teamwork, political analysis and strategizing, and the astute organizing of a community's assets and resources. Facilitators--designated leaders or consultants--must be committed to the process, dedicated to the welfare of the group, and detached from a need to hold power and control.
7. *Communicating*: A group engaging in CALD must have strong interpersonal communication. Improving communication requires the practice of dialogue--listening to understand, reflecting on one another's opinions, keeping open-minded attitudes, and ultimately, discovering common ground amidst diversity. Collecting and exchanging valid and reliable information builds trust, contributes to effective co-learning, and helps ensure relevant and well-targeted actions. Networking is an effective means of forging wide-ranging linkages that can lead to collaboration and community building with others in partnerships and coalitions (Vandenberg and Sandmann, 2005).

### 2.10.3. The Role of Leaders

Communities committed to being leaderful are not leaderless. Designated leaders under this conception, however, do not fit the common notion of leader as hero. Rather they are designers, teachers and stewards who practice the following six principles of community action leadership development. The first four are methodological, involving learners in processes that they will use, in turn, as leadership facilitators. The other two are content principles.

1. *Facilitation*: Leadership development efforts should be based on informal or non-formal teaching better described as facilitation. Community Action Leadership Development (CALD) involves facilitating the development of a cohesive learning group which values diversity and explores conflict constructively. This process is based on respect, encouragement, and community building.
2. *Learner Focus*: To customize leadership development, learning facilitators need to understand the context in which their leadership is situated; the learners' needs, desires, and strengths; and the issues being addressed. The most effective method of ensuring relevant, tailor-made CALD is to give participants control of the learning process by engaging them in an on-going process of visioning, planning, decision making, and reflecting about their learning experiences.
3. *Leadership Focus*: Learner-focused leadership development does not mean leader-focused. Leadership exists as a set of relationships among group or organization members; and everyone in the group has leadership potential and can play leadership roles at various times. This view implies a group-centered approach to leadership development, one centered on organizational development and capacity building.
4. *Issue/Action Focus*: Out-of-context leadership development programs have limited impact because the transfer of learning to real-life situations rarely happens. Therefore, CALD efforts that aim for long-term impact must incorporate learning centered around real issues that groups are facing, learning in action, and on-going reflection or collective self-examination.



5. *Non-Prescriptive*: The content of CALD efforts cannot be prescribed. It must be determined with and by participants. The first meeting could consist of an overview of community action leadership, an outline of possible content areas, and an organizational diagnosis exercise. The outline could be organized around the seven action values, subdivided into many more specific topics to choose from.
6. *Process as Content*: In many ways, the process or methodology of CALD efforts is the content. By being part of a CALD learning group based on the methodological principles described above, participants can learn facilitation, community building, teamwork, group planning and decision making, organizational development, conflict management, and group reflection (Nirenberg, 2013).

Therefore, the relevance of ideas about the framework of this study could be seen as if a conceptual framework such as this is to move from concept to practice, the framework must be understood by extension faculty, staff and administrators. It must be creatively and persistently applied, and time, commitment and resources must be devoted to assertively and energetically implementing it in professional development, program development, and organizational development. Particular attention needs to be given to the integration and sustainability of such an approach. For example, the framework's philosophy ought to be modeled in internal organizational operations. Other strategies include further developing the framework through dialogue, case studies, and research; using the framework to connect and integrate existing leadership development efforts; and establishing school-wide networks to promote dialogue, training, experimentation, and research.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter describes the design of the study including the approach of the study, research design, the study population, sampling techniques and sample size, instruments and procedures of data collection, method of data analysis and ethical considerations.

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

This research employed descriptive survey research design. Creswell (2005) described that a survey research is important to collect a detailed descriptions of existing phenomenon with the intent of employing the data to justify current conditions and practice or to make intelligent plans for improving social, economic, or educational conditions and processes. Therefore, descriptive survey design was selected with the assumption that it would help sufficiently describe the school principals' effectiveness in the dimensions of setting vision and goals, relationship with the school community, and distinguishing principals' effectiveness level in terms of creating unity of purpose, maintaining good school culture, and managing the quality of instruction.

#### **3.2. The Research Method**

Method is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge (Creswell 2005). This research followed mixed (quantitative and qualitative) approaches. Quantitative research is generally associated with the positivist/post-positivist paradigm. It usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn. On the other hand, qualitative research is the approach usually associated with the social constructivist paradigm which emphasizes the socially constructed nature of reality. It is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions (Creswell 2005). Therefore, this researcher was interested in gaining a rich and complex understanding of people's experience using qualitative method and obtains information which can be generalized to other larger groups using quantitative method.

### **3.3. Source of Data**

In order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources.

#### **3.3.1. Primary Sources**

The primary data were collected from sample respondents through questionnaire and interview. School principals, department heads, students, and PTAs and supervisors of each woreda were included in the study as primary sources of data. The selection of school principals as a source of data for this study was unquestionable since they are the main subjects of the study. Moreover, vice principals, department heads, and PTAs are selected due the fact that they hold higher position in school leadership next to the main principal.

#### **3.3.2. Secondary Sources**

Secondary sources refer to data which are collected by someone who is other than the user. Common sources of secondary data for social science include censuses, information collected by government departments, organizational records and data that originally collected for other research purposes (Clark and Creswell, 2005). Secondary data, thus, collected by reviewing school documents that were published and/or unpublished materials, journals, books, schools' plans, vision and mission statements, committee minutes, statistical illustrations and other documents that could have genuine and relevant messages about to see the transformation and improvement trends of the study schools and were related to principals' effectiveness.

### **3.4. Population, Sample size and Sampling Techniques**

### 3.4.1. Population

*Table 3.1: Population and sample distribution of the study areas*

No	Name of Sample Secondary School	Population of the Study								Sample to be Drawn							
		Teachers	Dep't Heads	V/Principals	Top Students	Principals	PTSAs	Secondary Supervisor	WEO Head	Teachers	Dep't Heads	V/Principals	Top Students	Principals	PTSAs	Secondary Supervisor	WEO Head
1	Awrada	65	12	1	*	1	5	1	1	20	6	1	3	1	1	1	1
2	Muti	22	12	1	*	1	5	1	1	7	6	1	3	1	1	1	1
3	Keshi	18	6	1	*	1	5	1	1	6	3	1	3	1	1	1	1
4	Dishi Mel/Metasebia	35	12	1	*	1	5	1	1	12	6	1	3	1	1	1	1
5	Shama	39	12	1	*	1	5	1	1	13	6	1	3	1	1	1	1
6	Telo	48	12	1	*	1	5	1	1	16	6	1	3	1	1	1	1
7	Washa	19	7	1	*	1	5	1	1	6	3	1	3	1	1	1	1
8	Kaka	49	12	2	*	1	5	1	1	16	6	1	3	1	1	1	1
9	Mecha	19	6	1	*	1	5	1	1	6	3	1	3	1	1	1	1
10	Mera	20	6	1	*	1	5	1	1	7	3	1	3	1	1	1	1
11	Gimbo	64	15	2	*	1	5	1	1	21	7	1	3	1	1	1	1
12	Wushwush	51	12	1	*	1	5	1	1	17	6	1	3	1	1	1	1
13	Kuxxi	30	6	1	*	1	5	1	1	10	3	1	3	1	1	1	1
14	DoshaTuga	27	7	1	*	1	5	1	1	9	4	1	3	1	1	1	1
15	Bitam Mel/ M.No.1	49	12	2	*	1	5	1	1	16	6	1	3	1	1	1	1
16	Bitam Milinium	30	6	1	*	1	5	1	1	10	3	1	3	1	1	1	1
17	Woshero	22	7	1	*	1	5	1	1	9	4	1	3	1	1	1	1
18	Saylem	38	10	2	*	1	5	1	1	13	5	1	3	1	1	1	1
19	Deka	44	12	2	*	1	5	1	1	16	6	1	3	1	1	1	1
20	Meshami	24	9	1	*	1	5	1	1	8	4	1	3	1	1	1	1
21	Amero	27	7	1	*	1	5	1	1	9	4	1	3	1	1	1	1
22	Gewata	44	10	1	*	1	5	1	1	15	5	1	3	1	1	1	1
23	Shupa	27	7	1	*	1	5	1	1	9	4	1	3	1	1	1	1
24	Kobech	31	7	1	*	1	5	1	1	10	4	1	3	1	1	1	1
25	Shishinda	70	10	2	*	1	5	1	1	23	5	1	3	1	1	1	1
26	Kutashoray	27	8	1	*	1	5	1	1	9	3	1	3	1	1	1	1
27	Chena I	47	12	2	*	1	5	1	1	16	6	1	3	1	1	1	1
28	BongaMehal Ketema	38	12	2	*	1	5	1	1	13	6	1	3	1	1	1	1
29	Bishaw W/Yohhannes	86	14	3	*	1	5	1	1	28	7	2	3	1	1	1	1
<b>TOT</b>	<b>29</b>	<b>1110</b>	<b>280</b>	<b>39</b>	<b>*</b>	<b>29</b>	<b>145</b>	<b>29</b>	<b>29</b>	<b>370</b>	<b>140</b>	<b>30</b>	<b>87</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>

Source: Kaffa Zone Education Department, 2013 Academic Year

As stated in the above table, there are 58 secondary schools in 12 woredas and 6 secondary schools in 2 town Administrations of Kaffa Zone. Simple random sampling was used to select half (50%) of the secondary schools already found in the study area. Thus, the population of the study embraced twenty nine randomly selected secondary schools found in Kaffa Zone. These include: Awurada secondary school, Muti secondary school, Keshi secondary school, Dishi Meles Metasebia secondary school, Shama secondary school, Telo secondary school, Washa secondary school, Kaka secondary school, Mecha secondary school, Mera secondary school, Gimbo secondary school, Wushwush secondary school, Kuti (Kuxxi) secondary school, DoshaTuga secondary school, BitamelesMetasebiaNo.1 secondary school, Bita Milinium secondary school, Woshero secondary school, Saylem secondary school, Deka secondary school, Meshami secondary school, Amero secondary school, Gewata secondary school, Shupa secondary school, Kobech secondary school, Shishinda secondary school, Kutashoray secondary school, Chena secondary school, Bonga Mehal Ketema secondary school, and Bishaw W/Yohannes secondary school.

### **3.4.2. Sample Size and Sampling Techniques**

The determination of sample schools and study participants was relied on two consecutive sampling methods. In order to give special emphasis for the combination of urban and rural secondary schools, the researcher using purposive sampling picked up the following 13 secondary schools because of their more urban feature being characterized. These were: Awurada secondary, Dishi Meles Metasebia secondary, Shama secondary, Telo secondary, Kaka secondary, Gimbo secondary, BitamelesMetasebiaNo.1 secondary, Saylem secondary, Deka secondary, Gewata secondary, Shishinda secondary, Chena secondary, and Bishaw W/Yohannes secondary schools. Next, the researcher employed simple random sampling to select the rest 16 rural secondary schools among the 45 rural secondary schools so that the total sample urban and rural secondary schools included in this study were 29.

In similar way, purposive sampling was employed to separate the teaching staffs of the determined /twenty-nine/ secondary schools from non-teaching /personnel/ staffs of the schools, and also to select “top” three students from each secondary school. Therefore,

purposive sampling served to determine participant teachers, department heads, vice-principals and “top” three students from each school who were responding to questionnaires.

On the other hand, critical case sampling was used to determine critical informants, such as, the school principals, PTSA representatives, secondary schools supervisors and WEO heads who were responding to interviews. In this case critical case sampling looked at cases that would produce critical information (Creswell, 2005). In order to use this method, one must know what constitutes a critical case. This method permits logical generalization and maximum application of information to other cases because if it is true of this one case, it is likely to be true of all other cases (Creswell, 2005).

The samples of this study constituted secondary schools teachers, department heads, vice principals and “top” three students selected from each secondary school participate in the questionnaire format, while secondary schools principals, PTSAs representatives, secondary schools’ supervisors and WEO heads of each woreda participate in interview. According to Table 3.1, below, the number of teachers who participated in this research were 370 totally, while department heads were 140, vice- principals 30 and “top” three students, 87. Therefore, the sum totals of research participants who responded to questionnaire were 627. On the other hand, from the 12 study woredas and 2 town administrations, the research constituted secondary school principals, PTSAs, supervisors and WEO heads of each woreda, and they were totally 116.

### **3.5. Instruments of Data Collection**

To obtain information from the samples and sources, various techniques were employed. These were: questionnaire, interview and document analysis.

#### **3.5.1. Questionnaire**

First, questionnaire was used to gather relevant data from secondary school teachers, department heads, vice-principals and top three students at each secondary school. Since the study focused on leadership effectiveness, the perceptions and practices of teachers and students towards the existing leadership experience was vital and reliable source of data.

Therefore, the questionnaire contained different parts: the first part consisted of the extent secondary schools' principals are effective in their leadership practices; the second part focused on of setting vision, mission and goals of the schools and the third part constituted how far the principals are effective in creating and maintaining meaningful work relationships among the internal staff and between the school and its community. The last part of the questionnaire contained the attributes of principals' leadership effectiveness for pedagogical and school improvement. On the other hand, the student questionnaire contains only the principals' efforts on pedagogical and school improvement dimensions.

The questionnaire format was prepared using a five-point Likert summative scales ranging from 5 (strongly agree) to 1 (strongly disagree). The Likert scale is a balanced rating scale with an odd number of categories and a neutral point. The Likert scale has several advantages. It is easy for the researcher to construct and administer this scale and simple for the respondents to understand the nature of the question and respond to one of the alternatives per their perception and judgment about the existing reality (Creswell, 2005). In order to maintain its accuracy, the research adopted a questionnaire effectively employed in past researches for measuring school principals' leadership effectiveness.

### **3.5.2. Interview**

Semi-structured interview was made with the schools' principals, PTSA's representatives and supervisors of each woreda that were included in the study. Since the qualitative data obtained from different stakeholders were a little bit vast to encompass heterogeneous mixture of respondents, the nature of interview questions was semi structured and the number of questions was not more than four.

### **3.5.3. Document Analysis**

Document analysis particularly focused on the schools' records, such as: plans, minutes, projects, and reports. Such document analysis was made to assess the extent secondary schools' principals were effective in their leadership practices in terms of setting vision, mission and goals of the schools and how far the principals are effective in creating and maintaining meaningful work relationships among the staff and between the school and

its community. Therefore, the investigation was made about to see the transformation and improvement attempts of the study schools which were related to principals' effectiveness. Documents access was made from school plans, PTSAs' and staff minutes and other written sources of the schools.

### 3.6. Validity and Reliability Checks

A data collection instrument's reliability was interpreted as the consistency with which it measures the target attribute and concerns as a measure of accuracy. In order to ensure reliability of the instrument in this study, pilot test was used for reliability check of the questionnaires. Before the final questionnaire was administered in authentic climate, a pilot test was conducted at Bonga Grazmach Pawlos Secondary School in Bonga Town, to ensure that the respondents clearly understand what the questionnaire wanted to mean. The draft questionnaire was distributed to 12 teachers and 8 students to fill them in their own understanding. The Cronbach's Alpha Reliability test was measured through SPSS Version 20 reliability statistics with an obtained result 0.720, which indicates the existence of promisingly high reliability within the questionnaire items, thus, it was further served the presumed actual purpose. (N.B: Cronbach's Alpha >0.5 up-to-0.999 with confidence interval 95% is scientifically acceptable reliability range /Creswell, 2005/).

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.720	.720	48

### 3.7. Method of Data Analysis

The data obtained through various tools was organized in logical manner so as to help answer the basic research questions. The quantitative data were analyzed using SPSS version 20 software to calculate means, standard deviations, percentage and frequencies in order to describe personal information and questionnaire participants' responses about the school principals' leadership effectiveness. The mean values served to calculate and summarize the sum total of respondents' views for each questionnaire items in terms of



Likert scale, while Standard Deviation served individual characteristic deviation from the average mean in each questionnaire response items. On the other hand, percentage was used to calculate and summarize the quantitative responses on the demographic types of data.

For simplicity of analysis and interpretation, the researcher used 3.0 as expected mean value; thus, the principals' leadership effectiveness with obtainable mean value of: 1.00--1.99 is considered as *very low*; 2.00-2.99 as *low*, 3.00-3.-99 as *moderate*; 4.00-4.49, *high*; and 4.50-5.00, *very high*. The frame of reference for this analysis is borrowed from Creswell and Clark (2007).

Analysis and interpretation of the table based quantitative data were followed by the analysis and interpretation of qualitative data, obtained through interview and document investigation from different participants and sources. Unlike the quantitative data, in which data collection was generally compiled in statistical figures, the qualitative data analysis was presented in a descriptive fashion. The qualitative data was analyzed using certain preliminary procedures such as: data reduction, data display, and verification with summary. Data reduction was made to scrutinize about the relevant information from irrelevant amongst the crude nature of the data; data display, to make precision of research related information for the audience; and verification, to materialize the relationship of the qualitative data properly answering the research questions (Cohen and Manion, 2001). Hence, data from interview source was reviewed line by line in detail as the concept of investigation becomes clearly understood.

Triangulation in this process was believed to offer benefit of cross-validation of findings across research components. According to Cohen & Manion, (2001), triangulation is the process of using multiple data collection methods, data sources or theories to check study findings. Cohen and Manion says, many sources of data are better in a study than a single source because multiple sources lead to a fuller understanding of the phenomena the researcher is studying.

### **3.8. Ethical Consideration**

The following ethical principles were followed in conducting this research. The researcher kept the informants clear about the purpose and procedures of the study. Volunteerism to involve in the data provision was the basis and the researcher through a formal letter that was obtained from Jimma University maintained respondents consent. Therefore, informed consent was considered in all the procedures in which participants were provided with as much information as possible about the research project before deciding to participate in the study. Confidentiality was constantly kept in ensuring that any information provided by participants should not be exposed to others. This researcher was abided by other ethical principle that strictly requires proper APA style of citation and acknowledgements of the entire sources utilized in this study.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents analysis and interpretation of data obtained from different sources. Here the research presented, first, the demographic information of the sample respondents, followed by the respondents' views in terms of answering the basic research questions. The later analysis considered quantitative and qualitative aspects of the data arranged according to the relationship they had to answer the basic research questions.

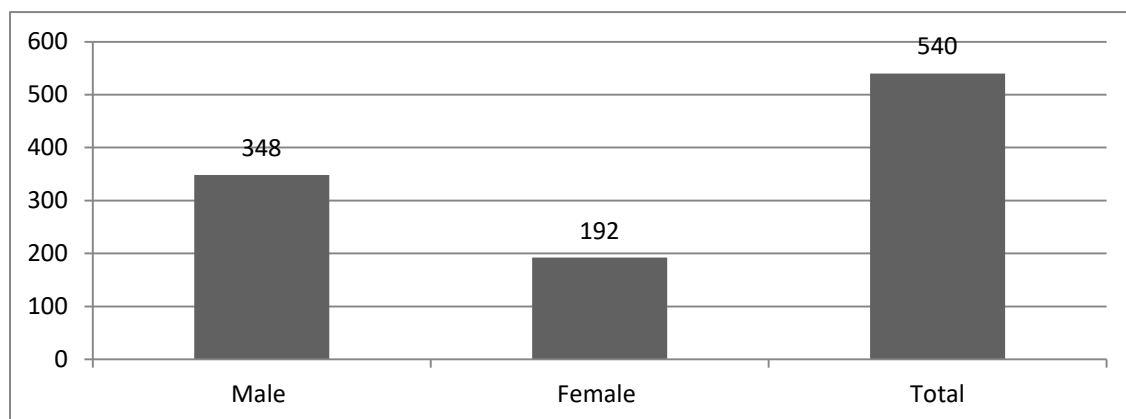
Based on the research plan, quantitative data were assumed to be collected from twenty nine selected secondary schools. In practice, the data were obtained from 370 teachers, 140 department heads, 30 vice principals and 87 "top" three students selected from the participant schools. Practically, the total number of staff members was 540 and students were 87, who responded on separate questionnaire formats. Actually, qualitative data was obtained from 29 secondary school principals, 29 PTAs and 29 supervisors constituted a total of 87.

#### 4.1. Demographic Information

This section presents the demographic information such as: sex, age, and work experience in years, field of specialization, and qualification level of the questionnaire respondents.

##### 4.1.1 Sex

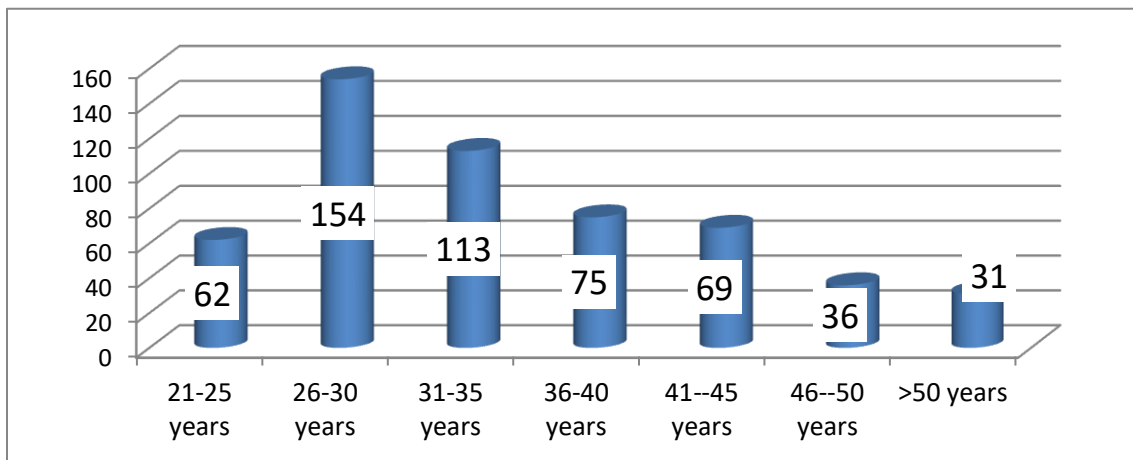
*Figure 1: Distribution of the Respondents by Sex*



In terms of sex, 348 (64.4%) of research participants were male while 192 (35.6%) were female. This indicates that the participation of females in schools and educational leadership was limited and needs to be improved by the collaborative participation of the society and the government.

#### 4.1.2 Age Distribution

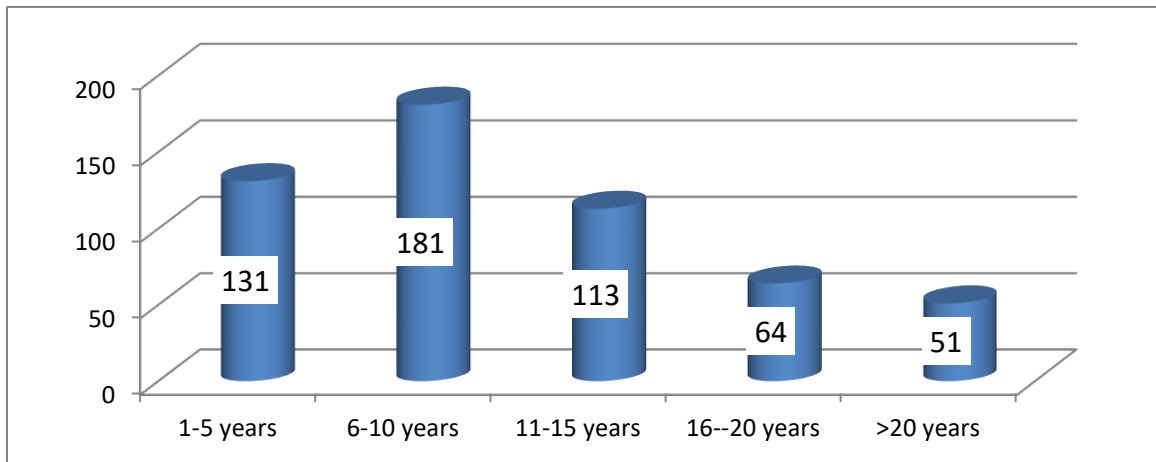
*Figure 2: Distribution of the Respondents by Age*



In terms of age distribution, 62 (11.5%) were aged between 21—25 years, 154 (28.5%) of the participants were aged between 26—30 years, 113 (20.9%) were aged between 31—35 years, 75 (13.9%) were aged between 36—40 years, 69 (12.8%) were aged between 41—45 years, while the remaining two separate age categories 46—50 years and >50 years contained participants 36 (6.7%) and 31 (5.7%) respectively. From this one can see that the large number of the respondents were between ages 26—to—35, and were found at the middle ages. This showed that the majority (28.5%) of respondents in the secondary schools of the sample schools were in middle age and younger. Therefore, being in these age categories might help the principals to work actively and facilitate the teaching learning process.

### 4.1.3 Work Experience of the Participants

Figure 3: Work Experience of the Participants



The above illustration shows that 131 (24.3%) of the research participants had experiences from 1—5 years whereas 181 (33.5%) of the research participants had 6—10 years of experience followed by 113 (20.9%) who had 11—15 years of experience. Other 64 (11.9%) and 51 (9.4%) had experiences of 16—20 and > 20 years respectively. This implies that majorities (33.5%) of the research participants had 6—10 years of experience as school leaders and they were well experienced and this might help them to contribute much to play for the leadership position.

In terms of field of specialization, the majority of participants i.e., 486 (90%) were specialized in various subject matters while 36(6.7%), 10 (1.9%) and 8 (1.4%) were specialized in educational leadership, pedagogical science and other fields respectively. This indicates that the highest numbers of secondary schools in Kaffa Zone were led by untrained principals and getting leadership training was advisable in order to bring principals' leadership effectiveness in schools.

In terms of qualification, 285 (52.8%) of the research participants had second degree whereas 255 (47.2%) were first degree holders. This implies that it would be easier to give principalship training, because majorities (52.8%) of the principals were second degree holders.

## 4.2. Presentation, Analysis and Interpretation of the Main Data

The study employed a total of 48 questionnaire items classified into four categories so as to answer the four basic research questions adequately. The first seven questions were supposed to answer secondary schools principals' level of understanding, ability and preparation for school leadership, while the next six questions were supposed to answer the school principals' effectiveness in setting vision, mission and goals. Fifteen question items were related to the principals' effectiveness in creating and maintaining meaningful work relationship among the internal staff and between the school and its community. Among these, seven question items were supposed to answer principals' effectiveness in creating meaningful work relationship among the internal staff while the remaining eight question items were connected to principals' effectiveness in creating meaningful work relationship between the school and its community. Consequently, 20 questions were divided into three sub-categories answering the last basic research question. Secondary school principals' effectiveness in creating unity of purpose was represented by four questions; secondary school principals' effectiveness in creating good school culture was represented by six questions while secondary school principals' effectiveness in managing quality instruction was represented by 10 questions. Here under, the analysis and interpretation of the data and main findings were provided due attention.

### 4.2.1 Secondary Schools' Principals Level of Understanding, Ability and Preparation for School Leadership

*Table 1: Principals' level of understanding, ability and preparation for school leadership*

<b>Indicators of understanding, ability and preparation for leadership</b>		Mean	S. D.
1	The school principal has a good academic background	4.49	.526
2	The school principal has a directive character	4.38	.543
3	The school principal is skilled in developing the school plan and objectives clearly	4.24	.511
4	The principal is capable in preparing plans towards the achievement of expected	4.1	.513
5	The school principal reviews the strategies and working guides of resource management in school	3.00	.512
6	The school principal is a visionary leader	2.73	.501
7	The school Principal is often willing to take calculated risks	2.71	.566
<b>Mean average</b>		3.66	0.52

Being an effective educational leader requires a complex set of knowledge, skills, and qualities. There is a temptation to think that the principal must know it all, be able to do it all, and be everything to everyone. While this is not possible, the effective educational leader must never stop acquiring knowledge and must use that knowledge with a variety of skills to create the conditions for learning (Barton and Cox (2012). In reality, school principals' level of understanding, ability and preparation for school leadership was not high as expected. This was clearly evident from the aggregate mean value of the obtained data ( $\bar{x} = 3.66$  with a corresponding Standard Deviation (S.D.) = 0.52.

As we can see from Table 1 above, the obtained statistical results revealed that a promising result was only seen on the school principals' better academic background, mean = 4.49 with a corresponding S.D. = 0.526. (The corresponding S.Ds in every stage tells the individual respondents' deviation characteristics from the given mean value.) In this regard, the S.D. value showed low deviation of the individuals from the corresponding mean. Next, the school principals' directive character was provided a relatively considerable attention by the respondents, mean = 4.38 with a corresponding S.D. = 0.543, followed by the school principals' skillfulness in developing the school plan and objectives clearly, mean = 4.24 with a corresponding S.D. = 0.511, which characterizes low individuals' deviation from the obtained mean result.

The principals' capability in preparing plans towards the achievement of expected goals was given a medium attention, observed from the aggregate mean = 4.1 and a corresponding S.D. = 0.513, while the school principals' level of attention towards reviewing the strategies and working guides of resource management in school was medium as observed from the mean = 3.00 and a corresponding S.D. = 0.512. Two relatively lower results were obtained on the school principals' leadership vision and the school principals' willingness to take calculated risks with obtained mean values 2.73 and 2.71 with corresponding S.D. = 0.501 and 0.566 respectively.

For the interview question, how the schools' principals attained the current leadership position? 12 (41.38%) of the PTSA (Parent-Teacher-Students' Association) representatives pointed out that the school principals were assigned by the Woreda

Education Office and the leading criterion was political view, language ability and qualification refined by the office. Similarly, 17(58.62%) of the PTSA (Parent-Teacher-Students Association) representatives asserted that the school principals were assigned for their current position by the local political authority and the criteria for positioning were his/her EdPM qualification together with his/her political affiliation with the current political system. This indicates that, in one or other way, almost all of the respondents asserted that principals were chosen mainly for their political loyalty to the existing political system.

Regarding the extent to which secondary schools' principals in the sample schools were effective in their leadership practices, 7 (24.14%) supervisor representatives expressed that as the principals were qualified in EdPM, had the necessary understanding, capacity and readiness to effectively execute leadership tasks. Twenty two (75.86%) supervisor representatives asserted that the principals were busy on political affairs as they held the leadership position with political appointment, loyalty to political system and fluency in the local language had less preparation and dedication to effectively lead the school teaching learning process which implies that leadership ability is still questionable.

The paradox here is that while the statistical data showed that many of the school principals were well educated for holding their principalship position whereas qualitative data revealed that they were political assignees. Accordingly, majority of the school principals attained the current principalship position in the observed secondary schools mainly by the political affiliation or loyalty to the political system. Whether they had second degree in EdPM or other subject areas, the professionals might have not been chosen to the secondary school leadership position unless their political stand fits to the current political system. Similarly, many of the school principals were delegated by the intervention of the district administration or political authorities while some were assigned by the District Education Office. Such intervention of public administration or political authorities often focus on the political manifestation of the appointees and manipulates the school principals towards the interest of the political authorities; not centering the compelling needs of the schools and the leadership capacity required by the staff to improve the schools collaboratively.



#### 4.2.2 Principals' Effectiveness in Setting Vision, Mission and Goals of the Schools

Table 2: Principals' effectiveness in setting vision, mission and goals

Indicators of effectiveness in setting vision, mission and goals		Mean	S. D.
1	The school principal is effective in setting vision, mission and goals of the school	4.49	.526
2	The principal is capable of making clear the school's plan and objective to teachers and students	4.38	.543
3	The school principal is capable of encouraging the staff towards the achievement of expected goals	3.77	.511
4	The school principal is capable of encouraging the staff towards the achievement of goals according to the plan	3.63	.513
5	The school principal works with the staff and parents to implement planned works	3.51	.512
6	The school principal is capable of setting directions towards the achievements of anticipated goals	2.83	.501
<b>Mean average</b>		<b>3.77</b>	<b>0.52</b>

Schools, as any institutions, require an organizational plan to realize effectiveness in their organizations. In any leadership setting, planning is the first and foremost activity. In this regard, the study investigated the planning behavior and activities of the principals.

Accordingly, regarding the principals' level of effectiveness in setting vision, mission and goals of the schools, the aggregate mean ( $\bar{x}$ ) = 3.77 with a corresponding S.D. = 0.52 showed a relatively moderate planning practice.

More explicitly, indicators such as the school principals' effectiveness in setting vision, mission and goals of the school and the principals' capability about making clear the school's plan and objective to teachers and students were provided a relatively greater attention by the respondents. These were evident from the obtained mean values 4.49 and 4.38 and corresponding S.D. 0.526 and 0.543 respectively. In this regard, the school principals, among other things, were reported to be effective in setting vision, mission and goals of the schools than setting directions towards the achievements of anticipated goals.

As to the principals' capability on encouraging the staff towards the achievement of expected goals was provided a considerable value by the respondents, mean = 3.77 with a corresponding S.D. = 0.511, followed by principals' capability in encouraging the staff towards the achievement of goals according to the plan, mean = 3.63 with a corresponding S.D. = 0.513. The school principals' level of dedication to work with the staff and parents to implement planned works was supported with mean = 3.51 and a corresponding S.D. = 0.513. According to the respondents, principals' capability to set directions towards the achievements of anticipated goals was given little attention which is supported with mean value = 2.83 with S.D. = 0.501. The aggregate (average) mean regarding schools principals' effectiveness in setting vision, mission and goals of the schools was  $\bar{x} = 3.66$  with a corresponding average S.D. 0.52. This, thus, shows that the average individuals' deviation characteristic from the average mean is low.

To know the extent to which secondary schools' principals were effective in setting vision, mission and goals of the schools, almost all the supervisors commonly expressed that secondary schools' principals had clearly put the mission, vision and goals of the school on paper and bill-boards and also described the required annual improvements of the students' achievements. This is complementary with the obtained statistical data and document reviews. The problem was that they hardly 'walk the talk'; i.e., many secondary school principals, due to internal and external challenges, did not fully implement what was written on paper. Document reviews also clearly showed that the vision, mission and goals of the schools were printed on bill-boards, and were put on the walls of the offices and the staffs. Few secondary schools in Kaffa Zone attempted to collaborate with their departments, staff and PTSA to prepare the school vision, mission statements and produce annual blue-prints with timeline budget, and action plans. This shows that, among others, the school principals need to work with the staff, parents and other stake holders to implement planned works and also find successful strategies of setting directions so as to achieve anticipated goals. According to the supervisors, though few secondary schools find ways to communicate the school plans to their stakeholders, the efforts lack accessibility and continuity.

### 4.2.3 Principals' Effectiveness in Creating and Maintaining Meaningful Work Relationships

This sub-section attempted to articulate secondary schools principals' leadership effectiveness from two dimensions. The first part was concerned to view the extent they are effective in creating and maintaining meaningful work relationship among the internal staff while the second part focused on the extent they are effective in terms of creating and maintaining meaningful work relationship between the school and its community.

*Table 3: Principals' effectiveness in creating and maintaining meaningful work Relationship among the staff*

<b>Indicators of meaningful work relationship among the internal staff</b>		Mean	S. D.
1	The principal works cooperatively with staff for solving problems and making participatory decision - making	4.09	.526
2	The school principal gives emphasis to group decision – making	3.98	.543
3	The school principal consults staff and takes their ideas into consideration before taking decision	3.87	.511
4	The school Principal is trustworthy and straight with the school community	3.53	.513
5	The principal involves and works cooperatively with staff for meeting school rules and regulations	3.30	.512
6	The school Principal tries to satisfy everyone in the school	2.73	.501
7	The school principal gives freedom to the staff	2.68	.568
<b>Mean average</b>		<b>3.45</b>	<b>0.53</b>

In fact, decision making can be either a specific act or a general process. In a school system, satisfying the needs of individuals might be difficult. But, principals need to work cooperatively with staff for solving problems and making participatory decision – making. As regards this, the school principals' effectiveness in creating and maintaining meaningful work relationship among the staff revealed overall mean ( $\bar{x}$ ) = 3.45 with a corresponding average S.D. = 0.53. More explicitly, remarkable result was obtained from the respondents that principals cooperatively work with staff to solve problems and make participatory decisions which is supported with a mean value = 4.09 and corresponding S.D. = 0.526. A relatively considerable weight was given by the respondents regarding the principals' level of attention or emphasis to group decision – making (mean = 3.98

and a corresponding S.D. = 0.543) followed by the school principals' consultation with the staff and taking their ideas into consideration before arriving at a decision (mean = 3.87 and a corresponding S.D. = 0.511). It could also be observed from the data that the school principals' trustworthiness and straightness traits with the schools' community was considerable with mean = 3.53 and a corresponding S.D. = 0.513 which was followed by a moderately significant value obtained pertaining to the principals' level of involvement and cooperative work with the staff for meeting school rules and regulations with mean = 3.30 and S.D. = 0.512. Two minimum values were observed concerning the school principals' traits needed to satisfy everyone in the school (mean = 2.73 with S.D. = 0.501) and with regard to giving complete freedom to the staff (mean = 2.68 with a corresponding S.D. = 0.568).

In fact, the data revealed the critical needs required particularly regarding in giving complete freedom to the staff; trying to satisfy everyone in the school and involving and working cooperatively with staff for meeting school rules and regulations. Every member of the staff needs to feel that s/he is the essential part of the whole system and integrate her/him in the system to bring change through common will and collaboration.

**Table 4: Principals’ effectiveness in creating and maintaining meaningful work Relationship between the school and its community**

<b>Indicators of meaningful work relationship between the school and its community</b>		Mean	S. D.
1	The school principal involves the community in formulating school policy and programs	3.28	.526
2	The school principal involves the community in student discipline problem	3.08	.543
3	Parents are making active participation in school decisions	3.07	.511
4	The school principal involves parents and stakeholders in supporting the school by their finance	3.03	.523
5	The community is satisfied with decision made in the school	3.00	.512
6	The school principal invites the community to come to the school for meetings and provide constructive ideas	2.53	.501
7	The school principal creates a strong link between parents/ stakeholders so as to improve the teaching learning process	2.42	0.876
8	The school principal involves various stakeholders in designing and implementing school policy and program	2.34	0.891
<b>Mean average</b>		<b>2.84</b>	<b>0.61</b>

Respondents’ views were evident in that principals’ effectiveness in creating and maintaining meaningful work relationship between the school and its community was too much lower compared with their effectiveness in terms of creating and maintaining meaningful work relationship among the internal staff.

Respondents’ level of agreement was revealed that the obtained aggregate (average) mean value was too minimal ( $\bar{x} = 2.84$  with a corresponding average S.D. = 0.61.) Here the average S.D. value unusually increased showing a little bit more individuals’ deviation characteristics from the aggregate /average/ mean. The obtained quantitative data revealed that the relationship between the school and its community was not as expectedly consolidated and well manipulated.

Responses showed that a relatively remarkable effort towards were observed from the data creating and maintaining in the case of parents involvement in formulating school policy and programs (mean = 3.28 with a corresponding S.D. = 0.526) followed by relatively significant practice in terms of parents involvement in student discipline

problem (mean = 3.08 with a corresponding S.D. = 0.543). The data indicated that parents active participation in school decisions was medium (mean = 3.07 with a corresponding S.D. = 0.511). However, as one could see from the data, level of parents and stakeholders support to the schools by their finance was not a promising practice (mean = 3.03 with a corresponding S.D. = 0.523).

While the above analysis showed relative average results, other indicators on principals' effectiveness in creating and maintaining meaningful work relationship between the school and its community were found at marginal status. These were revealed by the data that relate to the satisfaction of the community with the decisions made in the schools (mean = 3.00 with a corresponding S.D. = 0.512), followed by poor parental visit to the schools even for a meeting and provide constructive ideas (mean = 2.53 with a corresponding S.D. = 0.501) which, in turn, was followed by poor link between parents and other stakeholders so as to improve the teaching learning process (mean = 2.42 with a corresponding S.D. = 0.876). The least value was obtained in the principals' effort to involve various stakeholders in designing and implementing school policy and program (mean = 2.34 with a corresponding S.D. = 0.891). Here, the S.D. values in the last two responses showed a significant increase approaching nearly 1.00, which means individual respondents' deviation from the corresponding mean values.

In relation to meaningful work relationship between the school and its community, for the question forwarded for the PTSAs to know if the school principals involve various stakeholders in designing and implementing school policy and programs, most of the respondents expressed that the involvement and participation of teaching and non-teaching staff, PTSA members, parents and students was fairly considered but the implementation of plans and programs lack adherence to the stakeholders' involvement. From this, one could see that the response level complements findings of the quantitative data ( $\bar{x} = 2.84$ ).

From the response of the majority of PTSA participants, the degree of stakeholders' participation in designing and implementing the schools' policy and programs were in many ways lack dedication and clear focus so as to engage various stakeholders so that they contribute their part for the schools improvement.

The other question forwarded for the PTSA participants was to understand if the school principals involve parents in student discipline problem. Accordingly, majority of the respondents confirmed that the schools usually attempted to get parents' collaboration to improve students' discipline matters, although many of the parents give priority for their daily routines.

PTSA participants were asked if the school principals invited parents to come to school for meeting and provide constructive ideas. In their responses most of the PTSA representatives revealed that the schools usually send invitations to whole parents even through only those who respect the calls and respond accordingly were very limited in number. A question was also raised for the principals regarding the extent to which they were effective in creating and maintaining meaningful work relationships among the staff as well as between the school and its community. Accordingly principal A and principal G involved the school community weekly income generation activities to harvest coffee at the nearby large scale private coffee farms that require large labor. By participating the schools' community through labor investment, these schools were benefited in terms of revenue gains. Through such annually recycling labor mobilization, the schools attempted to sufficiently afford for the purchase of references, furniture, maintenances, computer facilities, funding the schooling expenses of economically poor and physically disabled students and fulfill internet and Wi-Fi utilities. Therefore, the principals of these schools were more effective in terms of leading economically strong and resourceful schools.

To the contrary, qualitative data generated for the remaining secondary schools principals showed that they were not effective in creating and maintaining meaningful work relationships between the school and its community. According to the data, principals were not able to involve parents and community in the school matters. The surrounding communities in these schools were limited to PTSA representation and involvement only. In most of the sample secondary schools, both the collaboration and participation between or among both the staff and the school and its community were found at an infancy stage. In schools, the staff level of trust on the principals' leadership role was low. This might have emanated from poor leadership capacity and a mere focus of delegation centering on the principals' political commitment. Otherwise the dedication and commitment of stakeholders required critical attention. Qualitative data, thus, were strongly supported findings of the quantitative data.

#### 4.2.4 Principals' Level of Effectiveness in Terms of Creating Unity of Purpose, Maintaining Good School Culture and Managing the Quality of Instruction

This part of the findings attempted to elaborate three separate research components; namely, effectiveness in creating unity of purpose, maintaining good school culture and managing the quality of instruction.

*Table 5: Principals' effectiveness in creating unity of purpose*

Indicators of effectiveness in creating unity of purpose		Mean	S. D.
1	The principal builds acceptance on established rules and regulations	3.27	.511
2	The principal encourages individual to self – evaluate performance and identify the area of improvement	3.13	.513
3	The school principal develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague.	3.00	.612
4	The school principal helps to provide short – term training at school level by preparing academic seminars, workshops , etc.	2.43	.631
<b>Mean average</b>		2.96	0.57

Respondents' level of agreement about effectiveness in creating unity of purpose revealed that the obtained aggregate (average) mean value was minimal ( $\bar{x} = 2.96$  with a corresponding average S.D. = 0.57.) Here the average S.D. value showed a relatively wider deviation characteristic of individual respondents, which is evident in that the existing principals' effectiveness in creating unity of purpose was found at the marginal status, which requires efforts for improvement.

The results also revealed that the principals' building of acceptance on established rules and regulations was found to be (mean = 3.27 with a corresponding S.D. = 0.511). This was followed by moderate response value with regard to encouraging individuals to self – evaluate performance and identify the area of improvement (mean = 3.13 with a corresponding S.D. = 0.513). This, in turn, was followed by another marginal mean value pertaining to developing a mechanism by which competent teachers share their experience of teaching methodologies with their colleagues (mean = 3.00 with a corresponding S.D. = 0.612). Finally, the least result in this category was obtained from the responses to the provision of short – term training at schools by preparing academic seminars, workshops, etc. (mean = 2.43 with a corresponding S.D. = 0.631).



From these, thus, one can conclude the current efforts of the sample schools' principals in creating unity of purpose was not only significant but also were not well coordinated

**Table 6: Principals' effectiveness in terms of maintaining good school culture**

<b>Indicators of effectiveness in terms of maintaining good school culture</b>		Mean	S. D.
1	The school principal organizes seminars with teachers to share their experience	3.89	.556
2	The school principal visits the classrooms often to ensure classroom instruction align with school goals	3.78	.613
3	The school principal observes teachers for professional development instead of evaluation	3.07	.612
4	The school principal arranges meeting with teachers before and after supervision	2.83	.616
5	The school principal allocates enough budget for staff development activities	2.66	.622
6	The school principal reads different current educational publications and encourages teachers to do so.	2.43	.501
<b>Mean average</b>		3.11	0.58

As one could see from above table, the aggregate mean value was average ( $\bar{x} = 3.11$  with a corresponding average S.D. = 0.58.) This average mean obtained informs that the principals' effectiveness in terms of maintaining good school culture is not promising. It can, however, be improved if there would be collaboration with dedicated individuals.

As the results in the table above showed, the school principals were relatively better in terms of organizing seminars with teachers to share their experience (mean = 3.89 with a corresponding S.D. = 0.556) followed by another relatively better practice concerning classroom visit so as to ensure the alignment of classroom instruction with school goals (mean = 3.78 with a corresponding S.D. = 0.613).

Moderate level of effectiveness was observed as regards the school principals' observation of teachers for professional development instead of evaluation (mean = 3.07 with a corresponding S.D. = 0.612). Indicators such as the school principals' effort to arrange meeting with teachers before and after supervision (mean = 2.83 with a corresponding S.D. = 0.616), the school principals' dedication to allocate enough budget for staff development activities (mean = 2.66 with a corresponding S.D. = 0.622) and the

school principals' preparedness to read different current educational publications and encouraging teachers to do so (mean = 2.43 with a corresponding S.D. = 0.501) were found less effective and require more attention. As far as school improvement and development is concerned, principals need to efficiently and effectively execute their leadership role by being role model, director, coordinator, facilitator, organizer, advisor and manager of reform process. The school principals also need to read current educational publications so as to gain more information and lessons as to how to create and maintain good school culture so that the system gets peculiarity in the eyes of the community.

**Table 7: Principals' effectiveness in terms of managing the quality of instruction**

<b>Indicators of effectiveness in terms of managing the quality of instruction</b>		Mean	S. D.
1	The school principal ensures the adequacy of student textbooks to facilitate teaching learning process	3.69	.526
2	The school principal tries to ensure the availability of enough desks and classrooms to create conducive learning environment	3.58	.543
3	The school principal ensures the availability of enough reference materials in the school library	3.46	.511
4	The school principal ensures efficient use of finance /budget to successfully direct instructional outcomes	3.33	.613
5	The school principal mobilizes the required resources to run the school activities to enhance student learning	3.30	.512
6	The school principal uses teachers to evaluate results to improve the instruction process	3.23	.581
7	The school principal evaluates the achievements of the teaching learning process at each semester	3.21	.653
8	The school principal monitors the alignment of resource use to the academic standards	2.86	.723
9	The school principal identifies training needs of teachers.	2.81	.566
10	The school principal works as a resource person in curriculum improvement	2.43	.651
<b>Mean average</b>		3.19	0.59

The primary function of schools is providing quality education and training for the students. In this regard, schools exist to train and capacitate generation who would take reliable positions in the society. Thus, effective school leadership demands effective instructional process that fits the needs of the students and the society. More emphasis, therefore, was given to this sub-section.

As the results of the responses to principals' effectiveness in terms of managing the quality of instruction showed, ( $\bar{x} = 3.19$  with a corresponding average S.D. = 0.59.), it was found that the level of effectiveness was average which implies that the quality of instruction was not expectedly high.

As to the adequacy of textbooks, the results revealed, relatively better effectiveness (mean = 3.69 with a corresponding S.D. = 0.526), followed by effectiveness in ensuring the availability of enough desks and classrooms (mean = 3.58 with a corresponding S.D. = 0.543).

Moreover, the effectiveness of ensuring the availability of enough reference materials in the schools libraries was another relatively better practice (mean = 3.46 with a corresponding S.D. = 0.511).

Furthermore, principals' effectiveness in ensuring efficient use of budget to successfully direct instructional outcomes (mean = 3.33 with a corresponding S.D. = 0.613) and mobilization of the required resources to run the school activities to enhance student learning (mean = 3.30 with a corresponding S.D. = 0.512) were relatively significant practices.

Other moderate level of contributions were revealed in terms of engaging teachers to evaluate results to improve the instructional process (mean = 3.23 with a corresponding S.D. = 0.581) and evaluating the ongoing achievements of the teaching learning process at each semester (mean = 3.21 with a corresponding S.D. = 0.653).

Least effectiveness was showed in such school practices as, monitoring whether or not the use of resources was aligned to the academic standards (mean = 2.92, S.D. = 0.723); identifying training needs of teachers (mean = 2.86, S.D. = 0.566) and working as a resource person in curriculum improvement (mean = 2.43, S.D. = 0.651).

While responding to interview items, whether or not principals in the selected secondary schools were effective in creating unity of purpose, maintaining good school culture, and managing the quality of instruction. Principal BW, principal A and principal G, almost similarly expressed that they strongly integrated the staff through formal and informal relations. They explained that there was a recognizable job commitment among individuals. They underscored that the staffs were conscious enough to respect work time

and utilize periods effectively. They also pointed out that chain of command and work relationship were centering on instruction, students' achievement and school improvement. It was also understood from their responses that teachers and students actively involved in club activities like Citizenship and Ethics, Red Cross, Sports, Mini-media, Revenue and Tax, Charity and Library clubs. That is, as almost similarly reflected, parallel to the academic tasks, the club activities aimed at building all rounded personality and inculcating good citizenship within the students. For example, principal G discussed that, in his school, the guidance and counseling team followed and molded the behavior of delinquent students. Principal A also explained that there were motivated teachers who did research projects that mainly focused on the school major problems.

As the researcher further observed from the interview responses, there existed a sound school culture in principal BW, principal A, principal G and principal Sh sample secondary schools. In these schools, no students enter the campus without uniform and identification card. Students respect the rule that one could find prohibited not bring mobiles during exam sessions and that any act of cheating lead to losing of the total marks of the specific exam. These schools were committed to develop rules and regulations as to what the students need to do and do not do during their stay in the school. Principal of BW and principal of A almost unanimously reported that they give considerable attention for the students' manner. They added that students involve in collaborative and peer learning in case teachers were absent. The principals further pointed that teachers support Grade 12 students to score better in entrance exams, voluntarily collaborate to compensate wasted periods, make tutorials and help academically struggling students and females and help the students so that they cope with national standards. Interestingly, principals of G, BW, Sh and A sample secondary schools explained that they visited previous students of their schools who held higher positions in universities, professors and doctors, higher authorities, well known investors and other famous personalities to share their performance experiences to students assuming that they were excellent role models.

**Table 8: Top three students' view on the principals' effectiveness in terms of managing the quality of instruction**

<b>Indicators of effectiveness in terms of managing the quality of instruction</b>		Mean	S. D.
1	The school has enough desks and classrooms.	4.05	.516
2	The school possesses enough reference materials in the library	3.78	.543
3	The principal makes effort to maintain a conducive learning environment	3.72	.511
4	The principal clarifies the school's vision, mission and goals to the students	3.63	.513
5	The principal is capable of making the school's plan and objectives clear to Parents and students	3.50	.512
6	The principal is capable of encouraging the students towards the achievement of goals according to the plan	3.43	.501
7	The principal attempts to create a work collaborative and supportive climate	3.12	.555
8	The principal encourages teachers to provide us appropriate and adequate lessons fit our academic needs	3.09	.567
9	The principal motivates teachers to support individual students to succeed in University Entrance Exams	3.03	.652
10	The principal works with the students and parents to implement planned works	2.78	.723
<b>Mean average</b>		<b>3.41</b>	<b>0.56</b>

The students' responses were meant to cross-check /triangulate/ the data obtained from the staff on the quality of instructional process. Items presented to students helped to investigate the extent the school as a system and the staff as professional set conducive learning environment, plan transparently, walk the talk, support the students' learning and prepare them for better future. Accordingly, the results obtained revealed that the aggregate mean value was average ( $\bar{x} = 3.41$  with a corresponding average S.D. = 0.56.) More explicitly, the results showed a relatively better leadership practices in such areas the availability of enough desks and classrooms (mean = 4.05 with S.D. = 0.516), availability of enough reference materials in the schools' libraries (mean = 3.78 with S.D. = 0.543), the principals' actual attempts to maintain conducive learning environment (mean = 3.72 with S.D. = 0.511) and ability to clarify the schools' vision, missions and goals to the students (mean = 3.63 with S.D. = 0.513).

On the other hand, moderate results were obtained regarding such leadership practices as making the schools' plan and objectives clear to parents and students (mean = 3.50 with S.D. = 0.512), encouraging the students towards the achievement of goals according to the plan (mean = 3.43 with S.D. = 0.501) and creating a collaborative and supportive work climate (mean = 3.12 with S.D. = 0.555).

The results also revealed a relatively little mean scores in such areas as the academic staff provision of appropriate and adequate encouraging teachers to provide appropriate and adequate lessons that fit students' learning needs (mean = 3.09 with S.D. = 0.567), motivating teachers to supporting individual students to succeed in University Entrance Exams (mean = 3.03 with S.D. = 0.652) and working with the students and their parents to implement planned works (mean = 2.78 with S.D. = 0.723). Generally, the average mean ( $\bar{x} = 3.41$ ) revealed that the existing principals' effectiveness in terms of managing the quality of instruction was not profound. In other words, fair-minded, well grounded and more collaborative leadership efforts are required to create, maintain and sustain the schools' improvement and students' achievement. Therefore, since the schools are meant mainly for enhancing students' performances and achievements, among others, principals should ensure that teachers provide the students with appropriate and adequate lessons that fit their learning needs, motivate teachers to support individual students to succeed in University Entrance Exams and work with the students and their parents to implement planned school works.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Major Findings

This study aimed on principals' leadership effectiveness in secondary schools of Kaffa Zone. To arrive to a sound and meaningful conclusion, the study attempted to adequately answer four basic research questions, namely,

- ❖ To what extent do secondary schools' principals of Kaffa Zone have the understanding, ability and preparation for school leadership?
- ❖ To what extent are secondary schools' principals in Kaffa Zone effective in setting vision, mission and goals of the schools in their educational leadership practices?
- ❖ To what extent are secondary schools' principals in Kaffa Zone effective in creating and maintaining meaningful work relationships among the internal staff and between the school and its community? And
- ❖ To what extent are principals in secondary schools of Kaffa Zone effective in maintaining good school culture, and managing the quality of instruction?

In the first place, the available quantitative and qualitative data were concordant and complementary to each other; i.e. much of the evidences obtained through questionnaire, interview and document review were complementing or supporting each other to clarify the issue under investigation.

- ❖ Regarding principals' level of understanding, ability and preparation, the data showed that their preparation level of understanding and ability was not as such adequate to make them effective in their leadership. Aggregate mean 3.66 was evident in that the leadership quality was moderate. In fact, despite the possession of knowledge, they do little to effectively employ their abilities and show their preparation in real terms.
- ❖ Results show that some of the principals were assigned to their current position due mainly to their political assignment and affiliation knowledge of local language while some others were assigned by political authorities or local administration;

others were assigned to their position by the Woreda Education Offices (WEOs). Either professional assignment or participation of teachers, students and parents in the assignments to principalship position was not visible. Effective work teams set clear goals, keep connections strong between the team and other stakeholders such as administrators and teachers.

- ❖ Regarding the effectiveness of the school principals in setting vision, mission and goals of the schools, surprisingly, better result was observed with aggregate mean = 3.77 which was evident for a relatively sound practice. But the overall effectiveness in setting vision, mission and goals of the schools was not as such encouraging practice. The school principals' capability in terms of encouraging the staffs towards the achievement of expected goals, working with the staff and parents to implement planned works; and setting directions towards the achievements of anticipated goals were found to be low.
- ❖ Principals' trustworthiness level of involvement (mean=3.53 and S.D. =.513) and cooperative work with the staff for meeting school rules and regulations (mean=4.09 and S.D. =.526); degree of effectiveness to satisfy everyone in the school (mean=2.73 and S.D.=.501); and provision of complete freedom to the staff(mean=2.68 and S.D.=.568)were found to be areas of high complaints.
- ❖ It was observed from the results of this study that there was poor community integration in terms of involving various stakeholders in designing and implementing school policy and programs creating a strong link between parents and other stakeholders so as to improve the teaching learning process, creating a reliable mechanism so as to attract parents to visit the schools and for meeting where they could provide constructive ideas; and satisfying the community with the decisions made in the schools.
- ❖ In terms of creating unity of purpose, it was found to be the poorest followed by poor community participation. The overall mean 2.96 revealed the truth that secondary schools' principals were less conscious and poorly dedicated and generally ineffective. Principals' effectiveness in terms of providing short – term training at school level by preparing academic seminars, workshops, etc., developing mechanisms by which competent teachers share their experience of



teaching methodologies with their colleagues, encouraging individuals to self – evaluate performance and identify the area of improvement and building acceptance on established rules and regulations were too low.

- ❖ Maintaining good school culture was another area secondary school principals’ leadership effectiveness investigated for their level of strength. The overall mean was 3.11, depicting a relatively moderate level. Improvements, however, are required in terms of observing teachers for professional development instead of evaluation, arranging meetings with teachers before and after supervision; allocating enough budgets for staff development activities, and updating oneself by reading different current educational publications and encouraging teachers to do so.

## **5.2 Conclusion**

The data obtained through different indicators clearly revealed that the existing leadership practices in the visited secondary schools were not highly effective as expected. Relatively moderate principals’ leadership practices were seen in terms of indicator categories of effectiveness in setting vision, mission and goals followed by level of understanding, ability and preparation. In this regard, many of the school principals, among other things, are much effective in setting vision, mission and goals of the schools than setting directions towards the achievements of anticipated goals and working with the staff and parents to implement planned works. Based on the findings, the following conclusions were drawn:

- 1) Findings revealed that many of the secondary school principals in the observed schools, in fact, have acquired the required level of qualification, but lacked sufficient preparation to effectively promote the desired changes in the schools’ system.
- 2) Evidences showed that though some secondary schools’ principals were assigned to their position by the Woreda Education Offices (WEOs), the intervention of political authorities and/or local administration was high to delegate principals with a mere political attitude and language proficiency. Participation and votes of teachers, students and parents were not consistently considered.

- 3) The study revealed that there was no uniform guideline or criteria for the selection and assignment of the principals. There was no indication for the participation of stakeholders (teachers, parents and students) through their representatives in selection of principals for the sake of transparency that could contribute to the creation of horizontal and harmonized relationship between the school and the school community.
- 4) The level of school principals' effectiveness in creating and maintaining meaningful work relationship between the school and its community was too much retarded.
- 5) The degree of parents' intervention in students' discipline problems was not as expected and lacked coherent and vibrant attention to mitigate the students' discipline matters.
- 6) In area of creating unity of purpose; poorly adjusted integration in maintaining meaningful work relationship between the secondary schools and their communities, principals' low effectiveness was revealed.
- 7) Principals' effectiveness in creating and maintaining good school culture was not vividly observed.

### **5.3 Recommendations**

Based on findings and conclusion made above, the researcher forwards the following few feasible recommendation points.

1. It is recommended that position attainment conditions to be transparent to all concerned parties in order to work as a group for the improvement of quality of education. It is advisable that the suggestion of the stakeholders considered seriously by educational authorities who are playing the leading role in instructional school situation to assign the school principals by merit or occupation of performance. The idea of decentralization, therefore, needs to see professionalism and leadership experience and other behavioral qualities of the person rather than a mere political lobby, i.e., it is essential to delegate the right person for the right position, with the right capacity to execute leadership tasks of secondary schools efficiently and effectively. Heads of WEOs and their

Supervision Departments have responsibilities to set transparent and working criteria as to how principals should come to the leadership scene of secondary schools than delegation offered by a mere public or political authorities. Hence, Woreda Education Offices of Kaffa Zone need to assign trained, experienced and knowledgeable school leaders who are professionally competent and skillful to bring changes in the school culture, improve of the academic climate and enhance students' performance.

2. It is better if Kaffa Zone Education Department give orientation about principalship and the leadership roles expected from school principals. This can be achieved through workshops, school leadership symposiums, conferences or short-term trainings focusing on consolidating understanding, capacity and preparation of school leadership, effectiveness in setting vision, mission and goals of secondary schools, maintaining good school culture and improving students' motivation and achievement. Kaffa Zone Administration office together with Kaffa Zone education department need to prepare visits to schools on areas where they observe best school leadership practices are the realities of school improvement. Zone Education Department needs to enhance principals' leadership by providing refreshment trainings and workshops for principals' professional development.
3. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. The existing community and stakeholders' involvement in every aspect of the schools collaboration and cooperation were insignificant and none relying. The core concern of parents and stakeholders require wide Community Conversation and strategy for improvement. Community Conversation stages, therefore, required to be prepared by Ministry of Education at national level so that parents level of engagement and community participation in school matters need to be revised and revitalized.

4. Leadership does not belong to the effort of a single principal or administrative team. Instead, leadership is seen as the responsibility of everyone in the organization. These include school principals, teachers, staff, students, parents and community members. The relationship between a school principal and those who follow him has to be based on mutual trust and respect. School principals, thus, are required to work to build and maintain an environment of trust and unity of purpose in which teachers feel comfortable, be committed and supported.

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## Appendices

### Appendix A

**Jimma University**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and Management**

**Questionnaire to teachers, department heads and vice principals**

- Dear participant,

I am Tekle Woldemichael Yebo, a summer post graduate student in MA in School Leadership at the Department of Educational Planning and Management, College of Education and Behavioral Sciences, Jimma University. Currently, I am doing my MA Thesis research on the title, “**Principals’ Leadership Effectiveness in Secondary schools of Kaffa Zone**”. The purpose of this questionnaire, thus, is to collect relevant data for the study. I honestly assure you that the information you give me will be used for academic purpose only and that it would remain confidential. No one will also know who you are as your name will be synonymous. It is clear that your genuine information to the questionnaire will help me arrive at a sound and meaningful conclusion regarding the problem under investigation. Therefore, I kindly request you to fill this questionnaire confidentially.

**Thank you in advance for your genuine cooperation!**

Tekle Woldemichael Yebo

Academic Vice Principal in Awrada Secondary School

Kaffa Zone Decha Woreda

**General Directions**

- ❖ **No need to write your name.**
- ❖ **No need to answer in groups.**
- ❖ **For every item, give only one answer.**

**Part one: Background Information.**

Give the necessary information by putting a tick (√) mark in the given box and/or by writing your responses in the given blank spaces.

- 1) Name of the school:- \_\_\_\_\_ Woreda:- \_\_\_\_\_
- 2) Responsibility:- Teacher;  Dep't Head  Vice Principal
- 3) Sex:- Male  Female
- 4) Age; A) 21—25  B) 26 – 30  c) 31 – 35  d) 36 – 40   
 e) 41 – 45  f) 46 – 50  g) >50
- 5) Work experience in years
  - a) Total work experience \_\_\_\_\_
  - b) On the current job position \_\_\_\_\_
- 6) Field of specialization a) EdPM \_\_\_\_\_ b) Subject matter \_\_\_\_\_ c) Pedagogical sciences \_\_\_\_\_ d) Other (please specify) \_\_\_\_\_
- 7) Qualification level a) First degree \_\_\_\_\_ b) Second degree \_\_\_\_\_  
 C) Other (please specify) \_\_\_\_\_

**Part Two: Specific Information**

**Directions:** The survey scale on the next pages uses a 5-point scale, ranging from “*strongly disagree*” to “*strongly agree*.” Think about your school situation as you read each of the statements below. Then tick (√) under the number that best describes how much you agree with that statement. If you have no knowledge to make an accurate selection, mark (√) under N, which means, NEUTRAL or ‘no basis to judge’.

**Rating Scale:** STRONGLY DISAGREE (SD) =1; DISAGREE (D)=2; NEUTRAL (N)=3; AGREE (A)=4; And STRONGLY AGREE (SA)=5.

No	Indicators	SD	D	N	A	SA
1	The school principal has a directive character					
2	The school principal is skilled in developing the school plan and objective clearly					
3	The principals are capable in preparing plans towards the achievement of expected goals					

No	Indicators	SD	D	N	A	SA
4	The principal is capable of making clear the school's plan and objective to teachers and students					
5	The school principal works with the staff and parents to implement planned works					
6	The school principal is capable of encouraging the staff towards the achievement of goals according to the plan					
7	The school principal is effective in setting vision, mission and goals of the school					
8	The school principal gives emphasis to group decision - making					
9	The school principal consults staff and take their ideas into consideration before taking decision					
10	The school principal is a visionary leader					
11	The school Principal is often willing to take calculated risks					
12	The school principal is capable of encouraging the staff towards the achievement of expected goals					
13	The school principal is capable of setting directions towards the achievements of anticipated goals					
14	The school community is satisfied with decision made in the school					
15	The school Principal has a good academic background					
16	The school Principal tries to satisfy everyone in the school					
17	The school Principal is trust worthy and straight with the school communities					
18	The school principal involves parents in formulating school policy and programs					
19	The school principal involves various stakeholders in designing and implementing school policy and program					
20	The school principal involves parents in student discipline problem					
21	The school principal involves parents come to school for meeting					
22	The school principal creates a strong link between parents/ stakeholders so as to improve the teaching learning process					
23	The school principal involves parents and stakeholders in supporting the school by their finance					
24	The principal involves and works cooperatively with staff for meeting school rules and regulations					
25	The principal works cooperatively with staff for solving problems and making participatory decision – making					
26	The school principal gives complete freedom to the staff					
27	The school possesses enough reference materials in the school					
28	The school possess necessary student text books to facilitate teaching learning process					

No	Indicators	SD	D	N	A	SA
29	The school possesses adequate amount of finance /budget to successfully direct instructional outcomes					
30	The school possesses enough desks and classrooms to create conducive learning environment					
31	The principal builds conciseness and acceptance on established rules and regulations					
32	The principal encourages individual to self – evaluate performance and identify the area of improvement					
33	The school Principal works as a resource person in curriculum improvement					
34	The school principal develops a mechanism by which competent teachers share their experience of teaching methodologies with					
35	The school principal helps to provide short – term training at the school at school level by preparing academic seminars, workshops					
36	The school principal identifies training needs of teachers.					
37	The school principal reads different current educational					
38	The school principal allocates enough budget for staff					
39	The school principal visits the classrooms often to ensure classroom instruction align with school goals					
40	The school principal observes teachers for professional development instead of evaluation					
41	The school principal arranges meeting with teachers before and after supervision					
42	The school principal organizes seminars with teachers to share					
43	The school principal evaluates at each semester the ongoing achievements of the teaching learning process					
44	The school principal uses teachers to evaluate results to improve the instruction process					
45	Teachers are making active participation in school decisions					
46	The school principal mobilizes the required resources to run the school activities to enhance student learning					
47	The school principal monitors the use of resources aligned to the academic standards					
48	The school principal reviews the strategies and working guides of resource management in school					

## Appendix B

**Jimma University  
College of Education and Behavioral Sciences**

**Department of Educational Planning and Management**

**Questionnaire to top three students (Translated into Amharic Language for ease of communication)**

- Dear student!

I am Tekle Woldemichael Yebo, a summer post graduate student in MA in School Leadership at the Department of Educational Planning and Management, College of Education and Behavioral Sciences, Jimma University. Currently, I am doing my MA Thesis research on the title, “**Principals’ Leadership Effectiveness in Secondary schools of Kaffa Zone**”. The purpose of this questionnaire, thus, is to collect relevant data for the study. I honestly assure you that the information you give me will be used for academic purpose only and that it would remain confidential. No one will also know who you are as your name will be synonymous. It is clear that your genuine information to the questionnaire will help me arrive at a sound and meaningful conclusion regarding the problem under investigation. Therefore, I kindly request you to fill this questionnaire confidentially.

**Thank you in advance for your genuine cooperation!**

Tekle Woldemichael Yebo

Academic Vice Principal in Awrada Secondary School

Kaffa Zone Decha Woreda

**General Directions**

- ❖ **No need to write your name.**
- ❖ **No need to answer in groups.**
- ❖ **For every item, give only one answer.**

**Part one: Background Information of the respondents.**

Give the necessary information by putting a tick (√) mark in the given box and/or by writing your responses in the given blank spaces.

- 1) Name of the school:-\_\_\_\_\_ Woreda:-\_\_\_\_\_
- 2) Your Educational/Grade/ level \_\_\_\_\_
- 3) Sex:- Male  Female
- 4) Age: \_\_\_\_\_

**Part Two: Specific Information**

**Directions:** The survey scale on the next pages uses a 5-point scale, ranging from “*strongly disagree*” to “*strongly agree*.” Think about your school situation as you read each of the statements below. Then tick (√) under the number that best describes how much you agree with that statement. If you have no knowledge to make an accurate selection, mark (√) under N, which means, NEUTRAL or “no basis to judge”.

**Rating Scale:** STRONGLY DISAGREE (SD) =1; DISAGREE (D)=2; NEUTRAL (N)=3; AGREE (A)=4; And STRONGLY AGREE (SA)=5.

No	Indicators	SD	D	N	A	SA
1	The school principal has a friendly character					
2	The school principal is skilled in developing the school plan and objective clearly					
3	The principal is capable in preparing plans towards the achievement of expected goals					
4	The principal is capable of making clear the school’s plan and objective to teachers and students					
5	The school principal works with the students and parents to implement planned works					
6	The school principal is capable of encouraging the students towards the achievement of goals according to the plan					
7	The school principal is effective in setting vision, mission and goals of the school					
8	The school principal gives emphasis to participate representatives of students to make group decision making					
9	The school posses enough reference materials in the library					
10	The school has enough desks and classrooms.					

አባራ-ለ

**ጂማ ዩኒቨርሲቲ**

**በትምህርትና ሥነ-ባህሪ ኮሌጅ**

**የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል**

**ለቀዳሚ 3 ተማሪዎች የተዘጋጀ የጽሁፍ መጠይቅ**

**ውድ ተማሪ!**

የዚህ የጽሁፍ መጠይቅ አቅራቢ እኔ ተክሌ ወልደሚካኤል የቦ በጂማ ዩኒቨርሲቲ በትምህርትና ሥነ-ባህሪ ኮሌጅ በትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል የትምህርት ቤት አመራር 2ኛ ድግሪ የክረምት ፕሮግራም ተማሪ ነኝ። የዚህ ጽሁፍ መጠይቅ ዓላማ “በካፋ ዞን ውስጥ የሚገኙ 2ኛ ደረጃ ት/ቤቶች ርዕሰ መምህራን የአመራር ውጤታማነት /“ Principals’ Leadership Effectiveness in Secondary schools of Kaffa Zone” በሚል ርዕስ በት/ቤት አመራር ለ2ኛ ድግሪ ከፊል ማሟያ ለማዘጋጀው ጥናታዊ ጽሁፍ መረጃ መሰብሰብ ነው። ከዚህ መጠይቅ የሚገኘው መረጃ ሚስጢራዊነቱ ተጠብቆ ለጥናቱ ዓላማ ብቻ ይውላል። በመሆኑም ያንተ/ያንቺ ትክክለኛ ምላሽ ለጥናቱ ስኬታማነት መሠረት በመሆኑ ጥያቄዎችን አንብቦ /ሽ/ ከተረዳህ/ሽ ተገቢውን ምላሽ እንዲትሰጥ/ጩ/ ትብብርህ/ሽ/ን እጠይቃለሁ።

**ለትብብርህ/ሽ በጣም አመሰግናለሁ!**

**ተክሌ ወልደሚካኤል የቦ**

**የአውራጃ 2ኛ ደረጃ ት/ቤት የመማር ማስተማር ምክትል ርዕሰ መ/ር**

**አጠቃላይ መመሪያ**

- ❖ በመጠይቁ ላይ ስም መፃፍ አያስፈልግም
- ❖ መጠይቁን በቡድን መመለስ አያስፈልግም
- ❖ ለአንድ መጠይቅ አንድ መልስ ብቻ ስጥ/ጭ/



**ክፍል አንድ:- አጠቃላይ መረጃ**

**መመሪያ:** ከዚህ በታች ለቀረቡት ጥያቄዎች ተገቢውን መረጃ ለመስጠት ከሥሩ ካሉት ሳጥኖች ውስጥ በአንዱ የእርማት ምልክት (√) በማድረግ እና/ወይም በባዶው ቦታ ላይ ተገቢውን ምላሽ በመጻፍ መልስ/ሽ

የት/ቤቱ ስም: \_\_\_\_\_ ወረዳ: \_\_\_\_\_

❖ የስንተኛ ክፍል ተማሪ ነህ/ሽ: \_\_\_\_\_

❖ ጾታ: ወንድ  ሴት

❖ ዕድሜ:- \_\_\_\_\_

**ክፍል ሁለት:- ዝርዝር መረጃዎች**

**መመሪያ:-**ከዚህ በታች የቀረቡት የጥናቱ መጠይቆች ከ1 እስከ 5 ያሉ መጠነ መለኪያዎችን /Rating scales/ የያዙ ናቸው። የቀረቡ መጠይቆችን ስታነብ/ቢ የት/ቤትህ/ሽ ርዕሰ መምህር የአመራር ውጤታማነት /ብቃት/ ምን እንደሚመስል አስብ/ቢ። ከዚያም ለቀረበው መጠይቅ ይበልጥ ይስማማል ብለህ/ሽ ከሚታስበው/ቢው/ ቁጥር ሥር የእርማት ምልክት (√) አድርግ/ጊ። ትክክለኛውን ውሳኔ ለመስጠት በቂ መረጃ ከሌለህ “አልተወሰነም” (3) ከሚለው ሥር የእርማት ምልክት (√) አድርግ/ጊ።

**መጠነ መለኪያ /Rating scale/**

1= በጣም እቃወማለሁ      2= እቃወማለሁ      3=አልተወሰነም  
4=እስማማለሁ      5= በጣምእስማማለሁ

ተ /	አመላካች	መጠነ መለኪያ				
		1	2	3	4	5
1	የት/ቤቱ ርዕሰ ማህጸናት ወንድማዊ አቀራረብ/ባህሪ/ አለው :					
2	የት/ቤቱ ርዕሰ ማህጸናት የት/ቤቱን እቅድና ዓላማዎች ማድረግ ብቃት					
3	የት/ቤቱ ርዕሰ ማህጸናት የት/ቤቱ ሊያገኛቸው ያለላቸውን ወጤቶች ለማግኘት የሚያስችሉት አለው :					
4	የት/ቤቱ ርዕሰ ማህጸናት የት/ቤቱን ዕቅድና ዓላማ ለት/ቤቱ ማራገፍና ተሟላቾችን ማግኘት ችሎታ አለው :					
5	የት/ቤቱ ርዕሰ ማህጸናት የታቀዱ የት/ቤት ሥራዎችን ከተሟላቾችና ከወላጆች ጋር በማህጸን ይሠራል: :					
6	የት/ቤቱ ርዕሰ ማህጸናት የታለሙ የት/ቤት ግቦችን ለማግኘት ተሟላቾችን ማግኘት ችሎታ አለው :					
7	የት/ቤቱ ርዕሰ ማህጸናት የት/ቤቱን ራዕይ፣ ተልዕኮና ግብ					
8	የት/ቤቱ ርዕሰ ማህጸናት የቡድን ወሳኔ አሰጣጥ ተግባር ወስጥ የተሟላ ተወካዮችን በማግኘት ሥራውን ይሠራል: :					
9	ት/ቤቱ በቂ የማግኘት ዘቢያ ማህጸን በቤተሰብ ላይ አለው: :					
10	ት/ቤቱ በቂ ማህጸን ለማግኘት የሚያስችሉት አለው: :					

## Appendix C

**Jimma University**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and Management**

### Interview questions to PTA representatives

Dear interviewee,

I am Tekle Woldemichael Yebo, a summer post graduate student in MA in School Leadership at the Department of Educational Planning and Management, College of Education and Behavioral Sciences, Jimma University. Currently, I am doing my MA Thesis research on the title, “**Principals’ Leadership Effectiveness in Secondary schools of Kaffa Zone**”. The purpose of this interview, thus, is to collect relevant data for the study. I honestly assure you that the information you give me will be used for academic purpose only and that it would remain confidential. No one will also know who you are as your name will be synonymous. It is clear that your genuine information to the interview will help me arrive at a sound and meaningful conclusion regarding the problem under investigation. Therefore, I thank you in advance for sharing me your valuable information and precious time.

**Thank you in advance for your genuine cooperation!**

Tekle Woldemichael Yebo

Academic Vice Principal in Awrada Secondary School

Kaffa Zone Decha Woreda

#### **Part one: Background Information**

- ❖ Name of the school \_\_\_\_\_ Woreda: \_\_\_\_\_
- ❖ Responsibility in PTAs: \_\_\_\_\_ Educational Qualification: \_\_\_\_\_
- ❖ Sex:- Male  Female  Age: \_\_\_\_\_

**Part Two: Specific Information/questions/**

1. How did your school principal attain his current leadership position?

- a) Assigned by woreda education office \_\_\_\_\_
- b) Assigned directly by Zone education office \_\_\_\_\_
- c) Appointed by region education office \_\_\_\_\_
- d) Appointed by political authority / administration body \_\_\_\_\_
- e) Elected by the school board \_\_\_\_\_
- f) Elected by the staff of the school \_\_\_\_\_
- g) Other (please specify) \_\_\_\_\_

2. What were the criteria used to elect or appoint the school principal to the current position?

- a) Training held by the principal in Educational Planning and Management \_\_\_\_\_
- b) Prior experience as a school leader at lower level \_\_\_\_\_
- c) Prior experience as a model teacher \_\_\_\_\_
- d) Political connection \_\_\_\_\_ e) Any other \_\_\_\_\_

3. Does the school principal involve various stakeholders in designing and implementing school policy and program?

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4. Does the school principal involve parents in student discipline problem?

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5. Does the school principal involve parents come to school for meeting and provide constructive ideas? \_\_\_\_\_

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## Appendix D

**Jimma University**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and Management**

### Interview questions to school principals, and supervisors

Dear interviewee,

I am Tekle Woldemichael Yebo, School Leadership MA program summer student in Jimma University College of Education and Behavioral Sciences Department of Educational Planning and Management. I want to conduct this interview with you in order to collect relevant data for the study entitled“ **Principals’ Leadership Effectiveness in Secondary schools of Kaffa Zone**”, a thesis for partial fulfillment of the requirements of the degree of Master of Arts in school leadership. I honestly assure you that the obtainable data purely serves an academic research purpose and no way affecting you personally and your identity remaining confidential. I hope, your genuine information to this interview will help this researcher to arrive at a sound and meaningful conclusion over the problem under investigation. And, I thank you in advance for sharing me your valuable information and precious time.

**Thank you in advance for your genuine cooperation!**

Tekle Woldemichael Yebo

Academic Vice Principal in Awrada Secondary School

Kaffa Zone Decha Woreda

#### **Part one: Background Information**

- ❖ Name of the school \_\_\_\_\_ Woreda:- \_\_\_\_\_
- ❖ Responsibility:- Principal  Supervisor  WEO Head
- ❖ Sex:- Male  Female  Age: \_\_\_\_\_
- ❖ Educational Qualification: \_\_\_\_\_

**Part Two: Specific Information/questions/**

1. To what extent are secondary schools' principals in your school /woreda/ effective in their leadership practices?

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2. To what extent are secondary schools' principals in your school /woreda/ effective in setting vision, mission and goals of the schools in their educational leadership practices?

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3 To what extent are secondary schools' principals in your school /woreda/ effective in creating and maintaining meaningful work relationships among the internal staff and between the school and its community?

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4. How are secondary school principals in your school /woreda/ effective in maintaining good school culture, and managing the quality of instruction?

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