

**EFFECTIVENESS OF PRINCIPAL LEADERSHIP PRACTICES IN
SELECTED SECONDARY SCHOOLS OF FAFAN ZONE,
SOMALI REGIONAL STATE**

MA Thesis

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**EFFECTIVENESS OF PRINCIPAL LEADERSHIP PRACTICES IN
SELECTED SECONDARY SCHOOLS OF FAFAN ZONE,
SOMALI REGIONAL STATE**

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DEDICATION

I dedicate this thesis Manuscript to my mother, AMINA MUHUMED ABDIRIHIM my father, ABDULKERIM YUSUF, my three sisters, (SAFIYA ABDULKERIM, ANISA ABDULKERIM, IFRAH ABDULKERIM and their children) and my nephew Mr. SHARMARKE for their moral support and encouragement in the success of my life with affection and love.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my own work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for M.A degree at the Haramaya University and is deposited at the University Library to be made available to borrowers under rules of the Library. I also declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born on August 11, 1971 in Babile, East Haraghe Zone of Oromia Regional State. He attended his primary education at Babile Elementary School and his secondary school education at Madhane Alem Secondary, Harar. After completion of his secondary school education in 1988, he worked as a Tracing Field Officer in a joint program of International Committee of the Red Cross (ICRC) and Ethiopian Red Cross Society (ERCS) in Hartishek, Darror, Rabaso and Camabokar refugee camps for two years. Then after he joined Addis Ababa University, Natural Science Faculty (Arat Kilo) and received his Bachelor Degree in Physics in July 26, 1995. After his graduation, he was employed at the then Water, Mines, and Energy Resource Development Bureau and later at the Regional Education Bureau of Ethiopian Somali Regional State; and worked as Energy Expert, Alternative Basic Education (ABE) coordinator, and Curriculum Department head until 2016. Lastly, he was employed by Jigjiga University as Educational Skill Improvement Expert in January 17, 2017. He joined in the Haramaya University in the MA Educational Leadership program in 2012.

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ACRONYMS AND ABBREVIATIONS

EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
ESDP	Education Sector Development Program
ESRS	Ethiopian Somali Regional State
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
LPI	Leadership Practices Inventory
MoE	Ministry of Education
NEAEA	National Educational Assessment and Examinations Agency
PTA	Parent-Teacher Association
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
WEO	Woreda Education Office
SREB	Somali Regional Education Bureau

TABLE OF CONTENTS

STATEMENT OF THE AUTHOR	iv
BIOGRAPHICAL SKETCH	v
ACKNOWLEDGEMENT	vi
ACRONYMS AND ABBREVIATIONS	vii
ABSTRACT	xi
1. INRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	5
1.4. Objectives of the Study	6
1.4.1. General objective	6
1.4.2. Specific objectives	6
1.5. Significance of the study	6
1.6. Delimitation of the Study	7
1.7. Limitation of the Study	7
1.8. Operational Definition of Terms	7
1.9 Organization of the Study	8
2. REVIEW OF RELATED LITERATURE	9
2.1. Definition of Leadership	9
2.2. Principal Leadership Models	11
2.2.1. Instructional principal leadership	12
2.2.2. Transformational principal leadership	14
2.3. Principal Leadership Practices	17
2.4. Effective Principal Leadership	20
2.4.1. Modeling the way	22
2.4.2. Inspiring a shared vision	22
2.4.3. Challenging the process	23
2.4.4. Enabling others to act	24
2.4.5. Encouraging the heart	25
2.5. Challenges Facing the Principal Leadership	25
3. MATERIALS AND METHODS	29
3.1. Research Design	29
3.2. Description of the Study Area	29
3.3. Sources of Data	30
3.3.1. Primary sources	30

TABLE OF CONTENTS (CONTINUED)

3.3.2. Secondary sources	30
3.4. Sample and Sampling Techniques	30
3.4.1. Sample size of the study	30
3.4.2. Sampling techniques	32
3.5. Instruments of Data Collection	33
3.5.1. Questionnaires	33
3.5.2. Observations	34
3.5.3. Interview	35
3.5.4. Document Analysis	35
3.6. Pilot Test	35
3.7. Procedures of Data Collection	36
3.8. Methods of Data Analysis	37
4. RESULTS AND DISCUSSION	38
4.1. The Distribution and Return Rate of LPI Questionnaires	38
4.2. Demographic Characteristics of the Respondent Teachers	39
4.3. Demographic Characteristics of the Principals, Vice Principal and PTA	41
4.4. The Principal Leadership Practice as Perceived by Their Teachers	42
4.4.1. Principals on modeling the way	42
4.4.2. Principals on inspiring a shared vision	47
4.4.3. Principals on challenging the process	51
4.4.4. Principals on enabling others to act	55
4.4.5. Principals on encouraging the heart	59
4.5. The Major Areas that Needed to Be Improved	63
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	68
5.1 Summary	68
5.2. Conclusion	72
5.3 Recommendations	75
6. REFERENCES	78
7. APPENDIX	84
7.1 Appendix I	85
7.2 Appendix II	88
7.3 Appendix III	91
7.4 Appendix IV:	96

LIST OF TABLES

Tables	Page
Table 1 School-clusters and sampled schools	31
Table 2: Sample Size of Respondent Teachers, Principals, Vice Principals and PTA	32
Table 3 The 30-Items LPI and its Reliability	36
Table 4: (Observer-rated) LPI questionnaire distributed and return rate	39
Table 5: Demographic Characteristics of Respondent Teachers	39
Table 6: Demographic Characteristics of Principals, Vice Principals and PTA	41
Table 7: Teachers responses on modeling the way	42
Table 8: Teachers responses on inspiring a shared vision	47
Table 9: Teachers responses on challenging the process	51
Table 10: Teachers responses on enabling others to act	56
Table 11: Teachers responses on encouraging the heart	60

EFFECTIVENESS OF PRINCIPAL LEADERSHIP PRACTICES IN SELECTED SECONDARY SCHOOLS IN FAFAN ZONE (SRS)

Ahmed Abdulkerim Yusuf

ABSTRACT

The main purpose of this study was to assess the effectiveness of principal leadership practices in secondary schools of Fafan Zone. In this study descriptive survey design was used with both quantitative and qualitative methods. Seven (7) secondary schools were selected as a sample using cluster sampling technique from the 25 secondary schools in Fafan zone. From a population of 380 full-time teachers a sample of 191 teachers was selected using simple random sampling techniques. Additionally, 7 principals and 7 vice principals were selected by available sampling techniques, while 7 PTA heads were also included as a sample using purposive sampling techniques. Questionnaires, semi structured interview, observation and document analysis were used as the instruments for data collection. The data from the questionnaires were analyzed using frequency, percentages, mean and standard deviation. The data collected through interviews, observation and document analysis were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated low performance of secondary school principals of Fafan Zone in implementing 'modeling the way' such as, building consensus around a common set of values for running their schools. They also had low performance in 'inspiring a shared vision' as well as in 'enabling other to act'. However, as the finding of the study revealed, secondary school principals of Fafan Zone performed 'challenging the process' and 'encouraging the heart' at an average level. Regarding the major areas that need to be improved, the finding of the study revealed that the school infrastructural facilities, basic amenities (classrooms, laboratories, libraries, etc.), necessary materials (laboratory chemical and equipments, reference books, etc) were either absent, or in shortage or in poor conditions. In all the sampled secondary schools, student educational guidance and counseling service was missing, and the schools were not ready to support students with special needs as a surrogate parent in mobilizing both the home and the community at large. Thus, the conclusions of the study were: the principals of the secondary schools in Fafan Zone were neither setting personal example of what they expect of others, nor they were even clear about their philosophy of leadership. Moreover, the principals were not able to establish and communicate a school wide shared vision for improving academic performance of all students and did not bother much in finding ways to secure and support the professional development of their teaching staff. They were also far removed from experimenting, taking risk, learning from mistakes and encouraging their staff to take calculated risk, to challenge status quo and innovate their schooling system. Therefore, it is recommended that the Somali Regional Education Bureau (SREB) should secure and provide professional leadership development training for the secondary school principals in order to equip them with the skills and knowledge they would need to run their schools more professionally. Ministry of Education (MoE), SREB and Woreda Education Offices (WEO) should gear all their efforts to make student educational guidance and counseling services realizable in all secondary schools. Finally, MoE, SREB and WEO in collaboration with other stakeholders must emphasize and disseminate the achievability of the school's role as a surrogate parent in mobilizing both the home and the community at large to support the students with special needs.

1. INRODUCTION

1.1. Background of the Study

Nowadays effective school principals operate in a complex and changing school environment that greatly demand effective principal leadership practices to enhance and improve significantly what student achievement. Moreover, regardless of the student population they serve, principals are held accountable for student achievement. However, most academic literature have found that they have no direct effect but contribute to student achievement indirectly through teacher and other school organizational features (Rose and Gray, 2006). Bush (2007) also suggests that the quality of principal leadership practices makes a significant difference in school and student outcomes. Thus, it becomes a matter of paramount importance to investigate the effectiveness of principal leadership practices in selected secondary schools in Fafan zone.

Research into school effectiveness of the late 1970s and early 1980s, at a time when scholars were comparing schools that were effective and those that were ineffective in poor urban communities, is considered as the starting point for examining the effectiveness of principal leadership practices; and since then it is given much attention by scholars (Bruggencate, Luyten, Scheerens, and Slegers, 2012). However, scholars came up with different opinions regarding the effectiveness of principal leadership practices. Where some scholars doubt that the principal leadership matter (e.g., Murphy, 1988), others found defending the position that school principal leadership practices make difference on student achievement. Bredeson (1996), for instance, reported that there is ample evidence in the literature that effective principal leadership practices can and do positively affect school and student achievement.

More recently, many researches (e.g. Leithwood, Louis, Anderson, and Wahlstrom, 2004; Marzano, Waters, and McNulty, 2005) have proved that the principal leadership has a positive and significant impact on student academic achievement. Similarly, Nettles and Herrington (2007) also noted that there is plenty evidence in the body of research and in educational practice to confirm that the school principal is regarded as critical to school

success and student academic achievement. Likewise, Jacobson and Bezzina (2008) also recounted that effective principal is one who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions shown to improve student academic achievement. This focus on effective principal leadership has been widely recognized as an essential strategy to advance student achievement (Marzano et al., 2005).

Nevertheless, aside from the scholars' debate on the principal leadership practices matter or not matter for student achievement and the conceptual diversity that resulted from the utilization, different principal leadership models (e.g., transformational, instructional, teacher leadership, etc.) that focus on specific sets of leadership practices, researchers have failed to give conclusive answers to key questions in the research of principal leadership impact on student achievement: how effective are principal leadership practices; how school principal can become effective and make a difference (Bruggencate et al., 2012).

Moreover, there is dissatisfaction among the people on how secondary schools are run presently. Despite the substantial improvement in access and equity in education since the introduction of the Education Sector Development Programs (ESDPs I – V); low educational quality and limited leadership capacity at school level remained to be among the major challenges facing the educational system of Ethiopia (MoE, 2010). According to Seyoum (2014), incompetent leadership capacity of most principals coupled with poor performance of most of the students in Grade 10 Ethiopian General Secondary Education Certificate Examination (EGSECE) are haunting many secondary schools in Illubabor zone of Oromia National Regional State nowadays. This condition does not seem to be different in Somali Regional State (SRS), as it is one of the four emerging regional states in Ethiopia. However, according to Ministry of Education (MoE), in response to these problems, while the ESDP IV focused among others on achieving a strong improvement in student achievement, the General Education Quality Improvement Program (GEQIP), which was launched in 2008, was also targeting the quality improvement elements of the ESDPs giving weight to the improvement and development of school Principal leadership capacity (MoE, 2010). Thus, the secondary school principals were expected to benefit the most from GEQIP, particularly those in the emerging regional states like SRS, as they were given special attention in principal leadership training in GEQIP phase two. Nevertheless, what does the reality on ground looks like in secondary schools in SRS at the moment is a

question left open for discussion. Thus, this study aims to investigate the effectiveness of principal leadership practices in seven selected secondary schools in Fafan zone of SRS, as perceived by their teachers.

1.2. Statement of the Problem

The school principals' contribution is very crucial in promoting all students learning, improving quality of education in their schools and, building and sustaining successful schools. According to Leithwood et al. (2004) their leadership is only second to classroom instruction among all other school-related factors in their contribution to what students learn at school. Even though, Waters and his colleagues also asserted that just as principal leadership can have a positive impact on student academic achievement, they can also have a marginal, or worse, a negative impact on achievement (Waters, Marzano, and McNulty, 2003); more recently, principals, regardless of the student population they are serving, were held internationally accountable for their students' academic performance and for educational quality based on the assumption that students' success or failure is determined by the way a school is run (Fullan and Watson, 2000; Wildy and Louden, 2000; Rose and Gray, 2006). The review on the evidence of school principal leadership indicates how a successful leadership can play a highly significant role on the improvement of student academic achievement (Leithwood et al., 2004). More forcefully, Bush (2007, p. 391) reported as:

As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals and the support of other senior and middle managers.

Thus, in order the principals to discharge their responsibility and assume their leadership role that are helpful in improving the impact of their schools on the student learning the research literature on educational leadership provides many lengthy lists of leadership practices and characteristics of effective school leader in order to task with. For example, Marzano et al. (2005) developed a list of 21 specific leadership responsibilities of school leaders, Cotton (2003) described 25 behaviors of principals of high achieving schools and

Hallinger (2003) also provided the most tested list of three categories of instructional (teaching and learning) leadership practices, each of which encompasses a number of more specific leadership practices (10 in total).

Nevertheless, if not all, most these lengthy lists of educational leadership practices have their origins in the well developed western countries (i.e., USA, UK, etc.). Additionally, nearly all of research literatures studying, reviewing, promoting and articulating about the effectiveness of these sets of school leadership practices are doing so from the perspectives of the western world context. In line with this, Harris (2005) asserted that majority of research studies on successful educational leadership were conducted in public schools North America and Europe. Hence, the most paramount question that needs to be answered is “how effectively do the school principals, in other parts of the world, use these leadership practices that have been identified as having an impact on successful schools?”

Educational leadership has become a high priority issue these days that many people unsurprisingly are attempting to make living peddling their latest insights about effective educational leadership (Leithwood, Day, Sammons, Harris, and Hopkins, 2006). Even so, most of the western countries’ writings about transformational leadership have paid little attention to the influence of societal culture and context on educational leadership in non-Western countries struggling to apply new knowledge and technology from the West while, at the same time, attempting to preserve their own cultural identities (Abu-Tineh, Khasawneh and Omary, 2009).

Likewise, according to Singh (2017), school leadership models and principal leadership practices in developing countries (i.e., countries covering South Asia, South East Asia, and Africa) differ significantly from that of the western countries where most probably the particular contextual conditions in which many schools work and the cultural values defining the role of the principal constituted the main obstacle to more profound acceptance of the western style of education. Furthermore, Singh (2017) attributed the less inclusive school leadership practices in developing countries to the lower priorities accorded to education in general and school leadership in particular; insufficient budget allocations for education; a lack of autonomy; increased workloads due to teachers being required to carry out political duties mandated by the government alongside their regular

classroom teaching duties; promotion and rewarding of inefficient teachers due to political affiliations.

Similarly, numerous studies (e.g., Fesaha, 2008; Reta, 2008; Tesfaye, 2010; Bogale, 2014) have explored the role, practices, problems (challenges) of secondary school principals' instructional leadership in different regional states and zone of Ethiopia. For example Bogale (2014) asserted that most of the secondary school principals were incapable of running their schools as instructional school leaders because they were simply selected and assigned from among the subject specialists, therefore lack skills and knowledge of leadership needed to positively student academic performance.

However, few studies to date explore the effectiveness principal leadership practices more comprehensively from the perspectives of secondary school teachers. A careful review of the literature has also revealed little research on educational leadership in secondary schools in Somali Regional State (SRRS), Ethiopia. Therefore, there is a pronounced need for research to expansively assess the effectiveness of the principal leadership practices in secondary schools. therefore, the main purpose of this study is to assess the effectiveness of principal leadership practices in selected secondary schools in Fafan Zone of Somali Regional State (SRRS).

1.3. Research Questions

Based on the above statement of the problem, the following basic research questions are designed for this study.

1. To what extent modeling the way is effectively implemented by principals in the secondary schools in Fafan Zone?
2. To what extent inspiring a shared vision is effectively implemented by principals in the secondary schools in Fafan Zone?
3. To what extent challenging the process is effectively implemented by principals in the secondary schools in Fafan Zone?
4. To what extent enabling others to act is effectively implemented by principals in the secondary schools in Fafan Zone?

5. To what extent encouraging the heart is effectively implemented by principals in the secondary schools in Fafan Zone?
6. What are the major areas that need to be improved?

1.4. Objectives of the Study

The general objective and the specific objectives of the study are stated as follows:

1.4.1. General objective

The overall objective of this research is to investigate the effectiveness of principal leadership practices and the areas that need to be improved.

1.4.2. Specific objectives

The specific objectives of this research are to:

1. Assess the extent modeling the way is effectively implemented by principals in the secondary schools in Fafan Zone.
2. Assess the extent inspiring a shared vision is effectively implemented by principals in the secondary schools in Fafan Zone.
3. Assess the extent challenging the process is effectively implemented by principals in the secondary schools in Fafan Zone.
4. Assess the extent enabling others to act is effectively implemented by principals in the secondary schools in Fafan Zone.
5. Assess the extent encouraging the heart is effectively implemented by principals in the secondary schools in Fafan Zone.
6. Identify the major areas that need to be improved.

1.5. Significance of the study

The findings of the study could be significant in different ways: first, it may provide information about the status of the effectiveness of the principal leadership practices in secondary schools of Fafan Zone for Regional Education Bureau, and Woreda Education

Officials in an effort to inform principals and better equip them to positively affect the teaching and learning process. Second, it may enrich by add to the scarce literature on educational leadership in the context of secondary schools in Somali Regional State (SRRS). Finally, it could spark an interest and serve as a spring board for further exhaustive and adequate research on the principal leadership practices and the impact on Student Academic Achievement in the region and the country as a whole.

1.6. Delimitation of the Study

In order to make the study manageable and more feasible with the available resources and time, geographically the scope of this study was delimited to Somali Regional State (SRS), Fafan Zone, specifically to only seven (7) secondary schools out of the twenty five (25) secondary schools in Fafan Zone of Somali Regional State (SRS).

1.7. Limitation of the Study

This study acknowledges two limitations. The first limitation is that the survey instrument used to collect data for current study was only an adapted version of (Observer-rated) Leadership Practices Inventory (LPI) questionnaire originally developed Kouzes & Posner (1995), which were distributed to sampled teacher. Even though the (Self-rated) LPI questionnaires were also distributed to the seven principals from the seven sampled secondary schools, only three (43%) usable questionnaires were returned out of the seven questionnaires distributed, which were viewed as unsatisfactory for any further data analysis. As a result, the principals' (Self-rated) LPI responses were excluded from further analysis. Thus, the assumption that governs the research is that teacher perceptions accurately represent the principal's leadership practices. The second limitation is that during the data collection from the participants through interview, the participants declined to be recorded; this may affect the quality of the study to some extent.

1.8. Operational Definition of Terms

Effective: — for the purpose of this study, effective is defined as one that creates or generates a desired effects.

Leadership: — for the purpose of this study leadership is defined as a social process of directing and influencing an individual or a group by one person or a group of individuals in an attempt to set and achieve common goals. In this study, however, secondary school principal leadership was emphasized.

Principal leadership practices: — for the purpose of the present study, principal leadership practices were defined as the five leadership practices—*1. Modeling the Way, 2. Inspiring a Shared Vision, 3. Challenging the Process, 4. Enabling Others to Act, and 5. Encouraging the Heart*—of Kouzes and Posner's (1995) transformational leadership model measured by 30 items (behavioral statements) of a modified Leadership Practices Inventory (LPI) questionnaire that were rated using a 5-point Likert-type response categories: 1–*Very Low*, 2–*Low*, 3–*Medium*, 4–*High* and 5–*Very High*.

Principals: — for the purpose of this study, principals were defined as individuals who hold formally the highest-ranking administrative positions in schools and are accountable to their respective Woreda Education Offices (WEOs).

Secondary school: — for the purpose of this study, effective is defined as an educational (schooling) level which includes 9th - 12th grades and is also under financial and administrative control of the Woreda Education Office (WEO).

1.9 Organization of the Study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presents a review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Leadership

Leadership has long excited interest among people, since it touches everyone's life and has long been a subject of speculation, but scientific research on it did not begin until the twentieth century (Yulk, 2002). Since then the term leadership was incorporated into the technical vocabulary of a scientific discipline without being precisely redefined and as a consequence, it carries extraneous connotations that create ambiguity of its meaning (Yulk, 2010). Yet, there is no single explicit and implicit definition of the term leadership. Stogdill (1974) also claimed that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. Rost (1991) described leadership as an ambiguous, evolving concept, yet to be clearly defined. Antonakis, Ciaciolo and Sternberg (2004) also asserted that there is no agreed upon definition of the concept of leadership. Indeed, the leadership literature contains literally hundreds of at least slightly different conceptions of the leadership concept (Leithwood and Levin, 2005).

Even most people perceived leadership simply as what individuals or group of people in positions of power over others usually do. Equally, Yukl and Lebsinger reported that leadership sometimes thought to be the exclusive purview of those occupying senior levels of the organizational hierarchy (Yukl and Lebsinger, 2004). According to Yulk (2010) also, the term leadership connotes images of powerful, dynamic individuals who command victorious armies, direct corporate empires from atop gleaming skyscrapers, or shape the course of nations.

However, recently most of the researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them; therefore, they defined leadership in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position (Yulk, 2010). Thus, according to House and his colleagues, leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House, Gupta, Hanges, Javidan, and

Dorfman, 2004). Likewise, Elmore (2000) also defined leadership as guiding and directing the enhancement of instruction. Equally, leadership as a process of influence is more elaborated by Yukl (2002, p.3) as:

Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or a group of individuals] over other people [or groups of individuals] to structure the activities and relationships in a group or organization.

As indicated above, at the heart of most definitions of leadership there are two functions: *providing direction* and *exercising influence*. Similarly, Hoy and Miskel (2000, p.394) declared that

leadership should be defined broadly as a social process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations, and shared orientations.

Moreover, the study of leadership touches so many areas that it is now a truly interdisciplinary field, with contributions from political science, psychology, education, history, sociology, philosophy, anthropology, public administration, management, community studies, law, military sciences, etc. Thus, the importance given to the concept of leadership has grown enormously in virtually all sectors, and the education sector has been no exception (Harris, 2004). As a leadership becomes interdisciplinary field and is widely regarded as a key factor in accounting for differences in the success with which schools improve student learning (Leithwood et al., 2004), it is highly indispensable to set up at least a working definition for the concept of leadership.

Thus, even though there is no single agreed upon definition of the term leadership, most definitions of leadership consistently reflect the assumption that it involves a process whereby intentional influence is exerted by individual or group upon other people or followers to direct or guide towards achieving common agreed upon goals, otherwise the

numerous definitions of leadership appear to have little else in common (Leithwood et al., 2004; Yulk, 2010). In this prospect, it is a worthwhile to see the working leadership definitions given by Yulk (2010, p.8),

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

According to the author, the definition includes efforts not only to influence and facilitate the current work of the group or organization, but also to ensure that it is prepared to meet future challenges; both direct and indirect forms of influence are included (Yulk, 2010).

2.2. Principal Leadership Models

At the heart of most definitions of leadership there are two functions: “*exerting influence*” and *providing direction*—the generic meaning of leadership according to Leithwood and Levin (2005). Thus, both of these two functions (i.e., leadership) can be exercised in many different ways. Therefore, the range of ways in which the successful or effective exercise of leadership has been conceptualized both within and outside of the education sector are alternative leadership models (Leithwood and Levin, 2005).

In academic literature on school level leadership, there are different principal leadership models of how principals influence their followers (teaching staff) in getting common goal achieved. Thus, researchers have used different models of school level leadership, such as instructional principal leadership model, transformational principal leadership model, strategic principal leadership model, etc., to primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization’s effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions (Leithwood et al., 2004).

Among the different alternative principal leadership models that are reflected in most educational leadership literature instructional principal leadership model and transformational principal leadership model are more prominent in academic literature recently. According to Day and Pamela (2016), a range of research now acknowledges that

two main models of leadership – transformational and pedagogical/instructional provide a ‘best fit’ with notions of the kinds of collective leadership which are inescapable in schools of the 21st century. Additionally, two primary images of school principal leadership have prevailed in recent decades—instructional principal leadership and transformational principal leadership (Marks and Printy, 2003). Moreover, since for the purpose of the current study principal leadership was conceptualized as transformational leadership and as the instructional leadership is the only leadership model that had its inception and its entire development in the education sectors a reflective examination or a brief discussion of instructional leadership and transformational leadership is prudent. Therefore, instructional principal leadership model and transformational principal leadership model will be briefly discussed in the following subsections.

2.2.1. Instructional principal leadership

Principal instructional leadership model has its empirical origins in studies undertaken during the late 1970’s and early 80’s of schools in poor urban communities where students succeeded despite the odds and viewed the principal as the primary source of educational expertise (Robinson, Lloyd and Rowe, 2008). It focuses on the behaviors of teachers as they engage in activities directly affecting the student learning (Leithwood and Levin, 2005). According to Marks and Printy (2003), instructional leadership, narrowly defined, focuses on leadership functions directly related to teaching and learning; broadly to all other functions that contribute to student learning, including managerial behaviors; which theoretically encompasses everything a principal does during the day to support the achievement of students and the ability of teachers to teach.

Principal instructional leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching (Day and Sammons, 2016). It sees the principal’s prime focus as responsible for promoting better outcomes for students, is emphasizing the importance of teaching and learning and enhancing their quality (Robinson, Hohepa and Lloyd, 2009). Thus, the principals are anticipated to focus on the behaviors of teachers as they help teachers engage their students in learning activities (Stewart, 2006). Moreover, according to Robinson et al. (p.28, 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.

Accordingly, the role of effective instructional leadership principal is providing leadership and management for quality teaching and learning in which the student is the centre of the quality. Besides, the principal instructional leadership model is based primarily on a strong technical knowledge of teaching and learning and secondly, on curriculum design, development and evaluation (Stewart, 2006). Thus, it means the principal has to run both the administrative and instructive tasks of the school.

Nevertheless, this was criticized on the grounds that it is an unrealistic expectation that principals should have expert knowledge in all areas of teaching and learning, particularly at the secondary school level (Day and Sammons, 2016). Yet, 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 – principals will be unable to perform essential functions such as monitoring instruction and supporting teacher development (Spillane and Louis, 2002)

Moreover, it was also criticized that the early formulations of instructional leadership assumed it to be the responsibility of the principal and focused only on the principal and neglecting the contribution of teachers and other staff to instructional goal setting, oversight of the teaching programs, and the development of a positive academic and learning culture (Robinson et al., 2008). In the context of teacher professionalization the principal instructional leadership was also criticized as being paternalistic, outdated, and dependent on passive followers (Marks and Printy, 2003).

However, recent research has a more inclusive focus with many instructional leadership measures now embracing principals and their designees (teachers), those in positions of responsibility (Heck and Marcoulides, 1996), and shared instructional leadership (Heck, 2000; Marks and Printy, 2003; Robinson et al., 2008). The more fully developed models in this category Hallinger's (2003) review of evidence concerning instructional leadership include attention to broader sets of organizational variables, such as school culture or climate, thought to influence teachers' classroom practices and found that mission-building activities on the part of principals are the most influential set of leadership practices.

Hallinger's (2003) well researched and most frequently used conceptualization of principal instructional leadership has three principal leadership dimensions each of which encompasses a number of more specific practices or functions (10 in total): *defining the school's mission* includes framing the school's goals and then communicating the school's goals; *managing the instructional program* embraces supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress; and *promoting a positive school learning climate*: encompasses protecting teaching time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning.

2.2.2. Transformational principal leadership

Principal transformational leadership has its roots in the transformational leadership work of James Burns (1978) on non-school contexts. According to Marzano et al. (2005), given that transformational leadership is assumed to produce results beyond expectations it is the favored model of leadership. According to Burns (as cited in Marzano et al., 2005), transformational leaders form "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents". Transformational leader focuses on the commitments and capacities of organizational members, as well as their willingness to engage in extra effort on behalf of their organizations (Leithwood and Levin, 2005). Moreover, to motivate followers by raising their consciousness about the importance of organizational goals and by inspiring them to transcend their own self-interest for the sake of the organization, the transformational leaders exhibit at least one of the four transformational leadership factors also referred to as the "Four I's" of transformational leadership: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration* (Marzano et al., 2005).

Leithwood and his colleagues, building on the work of Burns (1978), Bass (1985), and Bass and Avolio (1994), have been instrumental in bridging transformational leadership into the school contexts (Marzano et al., 2005; Stewart, 2006). According to Leithwood and Levin (2005) educational researchers (e.g., Nguni, 2004; Lunenburg, 2004) have also recently begun to redress this imbalance of the transformational leadership model in education sector.

The transformational principal leadership model is most often associated with vision; setting directions; restructuring and realigning the school; developing staff and curriculum; and involvement with the external community (Day and Sammons, 2016). Thus, the central purpose of principal transformational leadership is considered to be the enhancement of the individual and collective problem-solving capacities of school staff members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement (Stewart, 2006). Overall, transformational principals have a vision for the future of the school organization, effectively communicate that vision to followers, are able to convey the importance of the vision and inspire followers to deeply commit and work interdependently towards its attainment (Cooper, 2012). Although the importance principal transformational leadership places on vision building can create a fundamental and enduring sense of purpose in the school, the model lacks an explicit focus on teaching and learning (Marks and Printy, 2003).

While some studies have suggested that transformational principal leadership practices primarily emphasize relationships (e.g., Robinson et al., 2009), it is clear that effective transformational principals also place an emphasis upon promoting better student outcomes through the use of instructional leadership (Day and Sammons, 2016) According to Marks and Printy (2003) by seeking to foster collaboration and to activate a process of continuous inquiry into teaching and learning, transformational principals attempt to shape a positive school culture and contribute to school level effectiveness. Even then in collaborative cultures where principals' transformational efforts encourage teachers to contribute leadership and expertise in teaching and learning, principals have a central and explicit role in instruction (Sebring and Bryk, 2000).

According to Marzano et al. (2005), Kenneth Leithwood, who developed the transformational model of school leadership, notes that the Four I's of transformational leadership identified are necessary skills for school principals if they are to meet the challenges of the 21st century. Marzano et al. (2005) asserted that effective principal must attend authentically to the needs of and provide personal attention to individual staff members, particularly those who seem left out (individual consideration); Transformational principals must help staff members to think and approach common old problems in new and innovative ways where their staff members are stimulated and inspired to take risks

and be creative, thus the component of intellectual stimulation (Cooper, 2012); through a powerful and dynamic presence the effective principal must communicate high expectations for teachers and students alike, thus the component of inspirational motivation (Marzano et al., 2005); and finally, through personal accomplishments and demonstrated character, the effective principal must provide a model for the behavior of teachers thus the component of idealized influence (Marzano et al., 2005).

Since the principal transformational leadership is more focused on the relationship between principals and teachers than on the educational work of school leadership, the impact of the principal instructional leadership is three to four times that of the principal transformational leadership (Robinson et al., 2008). Effective transformational principals are able to focus on promoting better student outcomes through the use of instructional leadership (Day and Sammons, 2016). Thus, the educational researchers on transformational leadership are increasingly modifying the original generic assessment tools to include more explicitly educational items (e.g., Leithwood and Jantzi, 2005). As a result, Leithwood and Sun (2012) have distinguished and listed 11 practices of principal transformational leadership clustering in four categories or dimensions after a conception of TSL originally proposed in Leithwood, Aitken, and Jantzi's (2001) and extended in recent reviews of published school leadership research (e.g., Leithwood and Jantzi, 2005; Leithwood and Riehl, 2003)—those that are (a) *Setting Directions* (1. Develop a shared vision and building goal consensus, 2. Hold high performance expectations), (b) *Developing People* (3. Provide individualized support, 4. Provide intellectual stimulation, 5. Model valued behaviors, beliefs, and values), (c) *Redesigning the Organization* (6. Strengthening school culture, 7. Building structures to enable collaboration, 8. Engaging parents and the wider community). (d) *Improving the Instructional Program* (9. Focus on instructional development) and *Related Practices* (10. Contingent reward, 11. Management by exception). The two practices (i.e., contingent reward and management by exception) in the *Related Practices* category are traditional approaches to leadership in their own right (Leithwood and Sun, 2012).

Leithwood and Sun (2012) listed six different models of transformational leadership that were sharing most of the same underlying goals and assumptions as:

- (i) Bass and Avolio's (e.g., 1995, 2000) two-factor model with the Multifactor Leadership Questionnaire (MLQ) as its primary measuring instruments;

- (ii) Leithwood, Aitken, and Jantzi's (2001) TSL model measured using the Nature of School Leadership survey (NSL);
- (iii) Kouzes and Posner's (1995) model measured with the Leadership Practices Inventory (LPI);
- (iv) M. Sashkin's (1990) visionary leadership model measured with the Leadership Behavior Questionnaire (LBQ);
- (v) A model developed by Chong-Hee No (1994 in Ham, 1999) and measured with the Principal's Transformational Leadership Questionnaire; and
- (vi) A transformational leadership model and measure developed by Wiley (1998)

Among these six models of transformational leadership Kouzes and Posner's (1995) model of leadership for this study; even though the model was not designed directly for school principals.

2.3. Principal Leadership Practices

Most recent literature on educational leadership is interested to investigate how principal leadership matters. In their effort to examine the principal leadership, Heck and Hallinger (2005) stated that research moves away from descriptions of the work and the traits of effective principals and start exploring what they actually do as school leaders. Accordingly, research has established that principals engage in a set of core practices within the framework of the school organization. Therefore, recent research has shifted in the direction of examining the practices and skills of effective principals who nurture and promote quality teaching and learning (Leithwood et al. 2008). Thus, according to Leithwood and Rielh (2003), scholars have shed light on how school principal exerts leadership influence through constellations of activities (sets of leadership practices) that blend around different models of leadership including instruction, transformational, moral, participative leadership. Hence, researchers on school principal leadership have generated many alternative and often competing lists of common core principal leadership practices that any effective principal irrespective of geographic location, culture, organizational sector, leadership styles, etc., may call on, as need arises (Leithwood et al., 2004). They are briefly explained as follows:

Edmonds (1979) examined what an effective principal should do at school and suggested effective principal should have the following characteristics: (1) strong instructional leadership; (2) the ability to lead in the development of a pervasive and broadly understood instructional focus; (3) an orderly and safe school climate conducive to teaching and learning; (4) high teacher expectations; and (5) program evaluations based on varied assessment measures of student achievement (Edmonds, 1979).

In their more comprehensive study, Andrews and Soder (1987) also reported 12 organizational characteristics categorized into four dimensions, or roles, of an instructional principal that are assumed to increase student academic achievement: (a) resource provider, (b) instructional resource, (c) communicator, and (d) a visible presence.

Kouzes and Posner (1995) have also proposed slightly different lists of the defining practices of effective leadership. In their *The Five Practices of Exemplary Leadership*, they identified five effective leadership practices as: a) *Challenging the Process*: which means search for innovative growth, opportunities, take risks and learn from mistakes; b) *Inspiring a Shared Vision*: which means develop and communicate a compelling image of what is possible, and get everyone aligned with a common purpose; c) *Enable Other to Act*: which means support followers to grow in their job by learning new skills and developing themselves, and build cooperative, energetic, winning teams based on mutual goals and shared power; d) *Modeling the Way*: which means clarify personal values and set the example for followers to perform well; and e) *Encouraging the Heart*: which means inspiring the followers through recognition and celebration of success (Kouzes and Posner, 1995). Moreover, they developed Leadership Practice Inventory (LPI) to measure the five leadership practices.

Hallinger's (2003) most researched constellations of leadership practices also consists of three broad leadership practices embracing 10 more specific leadership practices: (a) Defining the school's mission, which includes the following specific leadership practices: (i) framing the school goal, and (ii) then communicating the school's goals; (b) Managing the instructional program, which includes the following specific leadership practices: (i) supervising and evaluating teaching, (ii) coordinating the curriculum, and (iii) monitoring student progress; and (c) Promoting a positive school learning climate, which encompasses the following specific leadership practices: (i) protecting teaching time, (ii) promoting

professional development, (iii) maintaining high visibility, (iv) providing incentives for teachers, and (v) providing incentives for students.

After reviewing 81 reports, Cotton (2003) also identified and published in her narrative review literature 25 principal leadership practices that positively affect the dependent variables of student achievement, student attitudes, student behavior, teacher attitudes, teacher practices, and dropout rates.

. In fact, one of their major conclusions is that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn in school (Leithwood et al., 2004). They reported that school principal leadership is an important variable, as it correlates positively with student academic achievement.

In their recent and prominent synthesis study employing a narrative approach like Cotton (2003), Leithwood and his colleagues identified four broad leadership practices embracing 14 more specific leadership practices that are essential, but hardly sufficient, for improving student academic achievement in all contexts. These four broad principal leadership practices include: (a) setting directions; (b) developing people; (c) redesigning the organization; and (d) managing the instructional (teaching and learning) program (Leithwood et al., 2006; Leithwood et al., 2004).

Setting directions accounts for the largest proportion of a leader's impact. It is aimed at helping staff members establish and understand the goals of the school and is the foundation of a shared vision for the school. The three more specific practice that are included in this category are (i) building a shared vision, (ii) fostering the acceptance of group goals, and (iii) creating high performance expectation (Leithwood et al., 2004).

Developing people involves building the capacity of those within the school and using their strengths. The three more specific practices associated with this category include (i) offering intellectual stimulation, (ii) providing individualized support, and (iii) providing appropriate models of best practice and beliefs considered fundamental to the organization (Leithwood et al., 2004).

Redesigning the organization involves changing those organizational characteristics that might blunt or wear down educators' good intentions and actually prevent the use of effective practices (Leithwood et al., 2004, p. 9). It also includes shifting the attention of school staffs from an exclusively inside-the-school focus to one which embraces a meaningful role for parents and a close relationship with the larger community (Leithwood et al., 2006). The four more specific practices associated with this category include (i) strengthening district and school cultures; (ii) modifying organizational structures; (iii) building collaborative processes (or building productive relationships with families and communities); and (iv) connecting the school to its' wider environment (Leithwood et al., 2004).

Managing the instructional (teaching and learning) program involves providing the coordination for initiatives stimulated by the other core leadership practices. It also helps to provide the stability which is so necessary for improvement to occur. The four specific practices in this category includes: (i) Staffing the program; (ii) Providing instructional (teaching and learning) support; (iii) Monitoring school activity; and (iv) Buffering staff from distractions to their work (Leithwood et al., 2006).

Finally, in another equally prominent and more recent meta-analysis of 70 contemporary classroom and leadership studies, Marzano et al. (2005) identified 21 principal leadership practices, which they called leadership "responsibilities" and 66 more specific leadership practices, which the principal use to fulfill these 21 leadership "responsibilities". The 21 leadership "responsibilities" includes: Affirmation; Change Agent; Contingent Rewards; Communication; Culture; Discipline; Flexibility; Focus; Ideals/Beliefs; Input; Intellectual Stimulation; Involvement in Curriculum, Instruction, and Assessment; Knowledge of Curriculum, Instruction, and Assessment; Monitoring/Evaluating; Optimizer; Order; Outreach; Relationships; Resources; Situational Awareness; and Visibility (Marzano et al., 2005).

2.4. Effective Principal Leadership

Recent research has shed light on the effective principal leadership and its effect on student learning and school improvement. Thus, one of the major reasons for the attention being paid to principals is the emergence of research that has found an empirical link between

principal leadership and student achievement (Mendels, 2012). The appraisal of the importance of principals, according to Bartoletti and Connelly (2013), is echoed repeatedly by educators, researchers focused on leadership, and organizations concerned with ensuring that all students have access to high-quality schools. Providing the link between effective principal leadership and student learning, Louis, Leithwood, Wahlstrom, and Anderson (2010) also claimed that effective principal leadership is second only to classroom instruction among all school-related factors in its impact on what student learn at school. According to Waters et al. (2003) also, effective leadership is more than knowing what to do—it's knowing when, how, and why to do it. Certainly, there are virtually no documented instances of troubled schools being turned around without intervention by an effective principal; and effective principal leadership provides a critical bridge between most educational reform initiatives having those reforms make a genuine difference for all students (Leithwood et al., 2004). Bartoletti and Connelly (2013) also asserted that principal leadership can affect the lives of anywhere from a few hundred to a few thousands students during a year. Then what is exactly it that effective principals do to ensure high quality of teaching and learning for all students.

In order to investigate what principals do to provide effective school level leadership, principal leadership was conceptualized as transformational principal leadership in the current study, and in doing so transformational leadership of Kouzes and Posner was chosen. Although not written directly for school leaders, the transformational leadership model of Kouzes and Posner, which is based on intensive empirical research on leadership practices over almost two decades in various settings with thousands of case studies and was used in early studies on educational leadership (e.g., Taylor, 2002; Chen, 2007; Abu-Tineh et al., 2009), provides school principals with professional leadership qualities to become transformational principal and thereby enables them to improve their schools (Kouzes and Posner, 2007). Accordingly, the transformational leadership model of Kouzes and Posner includes series leadership qualities that could assist every school principal by providing guidance on how to lead professional their schools as well as some suggestion on how to act during difficult situations (Abu-Tineh et al., 2009).

After analyzing the thousand of case studies, Kouzes and Posner (1995) appear to uncover five leadership practices, common practices associated with the “*personal best*” of effective leaders and then the five leadership practices were recognized by many

researchers as truly representative of highly effective leadership practices (Taylor, 2002; Chen, 2007; Abu-Tineh et al., 2009). These five leadership practices, which named as “*The Five Practices of Exemplary Leadership*” by Kouzes and Posner (1995), include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes and Posner, 1995, 2007). Therefore, the operationalization of the construct of leadership for this study is based on Kouzes and Posner’s transformational leadership model and the principal leadership practices on the five leadership practices of Kouzes and Posner (1995), which will be explained more clearly in the following sections.

2.4.1. Modeling the way

Effective school principals clarify values and set the example. To clarify values, the school principals must find their voice and affirm shared values; where as to set the example, principals need to personify the shared values, and teach other to model the team's values (Kouzes and Posner, 2007). This transformational principal leadership practice involves “leading by example,” that is associated with models of reliable leadership or “authentic leadership” (Avolio and Gardner, 2005). It embraces demonstrating transparent decision making, confidence, optimism, hope, resilience and consistency between words and deeds (Leithwood et al., 2006). People follow people, not merely words on paper; thus, school principals must show they stand behind their values and prove that they mean what they say with action (Kouzes and Posner, 2007). Effective school principals set examples—by modeling desired dispositions and actions that are consistence with the schools' values and goals—for staff and others to follow; and thereby to enhance others' beliefs about their own capacities and their enthusiasm for change (Leithwood and Riehl, 2003) The leader who sets an example creates a situation making it easier to build consensus on shared values no matter what the climate (Kouzes and Posner, 2007).

2.4.2. Inspiring a shared vision

Effectiveness of principal leadership practice begins with the development of a school wide shared vision of commitment to high standards and the success of all students. The principal envisions the future and get all others on board with it (i.e., enlists others). To envision the future, the principals must reflect on the past, attend the present, and prospect

for the future; while to enlist others, the principals must appeal to common ideals and animate the shared school vision (Kouzes and Posner, 2007). According to Mendels (2012), the academic literature over the last quarter-century has consistently supported the view that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between the high-scoring and the low-scoring students and for raising the overall achievement of all students. School principals inspire and aim at the cooperation and alignment of their teachers, staffs, students, parents and school community at large to reach for ambitious shared school goals and their particular school visions (Harris and Chapman, 2002; Leithwood and Riehl, 2003).

The principals rated highly by teachers for having created a good instructional climate or taken sound instructional actions had been able to nurture a strong vision that all students can learn and made clear that the vision is nonnegotiable (Louis et al., 2010). A vision is not simply about a statement; it is substantially about the shared dream of the future. Thus, school principals predict the preferred future, creating an ideal image of their schools or projects; and get others behind their visions by vividly expressing their passion (Kouzes and Posner, 2007).

2.4.3. Challenging the process

As a transformational leader, effective school principal searches for opportunities to experiment and take risks. In order to Search for opportunities, the school principals must seize the initiative and exercise oversight; and to succeed, they need to be innovative and be creative in developing solutions. To experiment and take risks, principals must facilitate a climate where it is encouraged to accept and learn from their staff's successes and failures. In order to progress there are both success and failure; and note that failure is an important component of success (Kouzes and Posner, 2007). Transformational leadership is inseparably connected with the process of change, of break up the status quo, moving from the old state to a new state, and bringing new ideas and solutions into use (Kouzes and Posner, 2003). Therefore, effective principals, as transformational leaders, challenge the process by making a dramatic shift from keeping things the same to searching for new prospects, innovation and challenge involve experimentation, risk, and even failure and learning from mistakes. According to Waters et al. (2003), challenging the status quo is one among the practices contributing to leadership impacts on student academic

achievement. Moreover, Burns (1978) also suggested that the crucial test of practical leadership is its capability to understand, frame, clench, and realize a real change that meets people's lasting needs. Transformational principals challenge their staff to try out new and innovative way of accomplishing their task (Marzano et al., 2005). Leaders also enable teachers and others to understand and gain mastery over complexities of necessary changes (Leithwood et al., 2006).

2.4.4. Enabling others to act

Effective principals foster collaboration and strengthen others. In order to foster collaboration, school principals must creating a climate of trust and facilitate good relationships—without trust, a team is unable to reach maximum potential—and to strengthening others, they must empower the others and learn that greater power comes from giving power away (Kouzes and Posner, 2007). As transformational leaders, principals know they cannot go it alone, or cannot do everything alone as the lonely-at-the-top, hero-principal who has become a fixture of popular culture (Mendels, 2012). Hence, leadership is a team effort (Hall and Hord, 2001). Instead, school principals make good use of all the skills and knowledge on the faculty and among others, encouraging the many capable adults who make up a school community to step into leadership roles and responsibilities (Mendels, 2012). Thus, Enabling Others to Act is the ability to support, provide information needed, empower and collaborate others, since goals cannot be achieved without team effort (Kouzes and Posner, 2003).). School principal help to establish the conditions that enable others to be effective; they secure and use the financial, political, technological, and human resources necessary to promote student academic achievement and social learning (Leithwood and Riehl, 2003). School principals play a key role in the School improvement process to ensure that the right of all stakeholders to contribute suggestions is maintained and their suggestion is accepted and respected (MoE, 1999). Giving power to team members increases team or individual accountability and leads to optimal results (Kouzes and Posner, 2007). Moreover, school principals enhance the performance of their schools and help others to shape the schools by providing opportunities for staff to participate in decision making about issues that affect them and for which their knowledge is crucial (Leithwood and Riehl, 2003). Successful leaders do not feel vulnerable by sharing leadership and empowering others to use information in producing outstanding results (Kouzes and Posner, 1995). Leadership appears not to be a

zero sum game and principals do not lose influence as others gain influence (Louis et al., 2010; Mendels, 2012).

2.4.5. Encouraging the heart

This leadership dimension, Encouraging the Heart, is closely related to the transformational leadership behaviors associated with helping people be successful (Leithwood and Jantzi, 2005). Thus, as transformational leaders, school principals have high expectations for themselves and their staff. Hence, school principals, recognize contributions and celebrate the values and victories. Recognizing contributions includes expecting the best and personalizing recognition; and celebrating the values and victories of a team can be done effectively by creating a spirit of community and being personally involved (Kouzes and Posner, 2007). Encouragement by this set of practices is the supporting, recognizing and rewarding practices of leadership. According to Bass and Avolio (1994), leaders must know their followers' needs and raise them to more mature levels through the use of delegation to provide opportunities for each follower to self-actualize and to attain higher standards of moral development. Effective school principals show respect for staff and others; and concern about their feelings and needs (Leithwood and Riehl, 2003). Leaders Encourage the Heart by bring hope and satisfaction, encouragement and support, and most of all they bring praise and appreciation; hence people will accomplish extraordinary things when they know someone cares and appreciates their dedication (Kouzes and Posner, 2007). School principals provide incentives and structures to promote change, as well as opportunities for individual learning and devote considerable time to supporting teachers in their efforts to improve student academic achievement (Leithwood and Riehl, 2003). Effective school principals not only encourage and motivate others intrinsically and extrinsically, they also recognize the importance of self-motivation; and realize the wisdom of recognizing individual success, and the accomplishments of the entire organization (Kouzes and Posner, 1995).

2.5. Challenges Facing the Principal Leadership

Most of the recent academic literature provides plenty of principal leadership models, and the associated principal leadership practices including their specific leadership behavioral statements or items to guide and support principals to exercise their leadership more or less

successfully (e.g., Hallinger, 2003; Waters et al., 2003; Leithwood et al., 2004). Moreover, it also seems reasonable to assume that principals could learn and effectively implement the research based list of principal leadership practices or its specific leadership behavioral statements. However, when considering the overall research results of the past three decades, the radically changing principal leadership researches have overlooked how the breadth of the principal's job has continued to expand. According to Oplatka (as cited in Singh, 2016), as a result of the obstacle from the contextual conditions in which many schools work and the cultural values defining the role of the principal, unlike western mainstream educational leadership models, school leadership models in developing countries place less emphasis on participation, collective decision making, team building, and instructional leadership etc.

Today's principal is under extreme pressure not only to be an instructional design and delivery experts but also to be expert vision and consensus builders, setting direction, marketing and public relations experts, security and safety experts, developing staff and curriculum, administration and building managers, and special education experts (McGuire, 2002; Leithwood et al., 2004; Day and Sammons, 2016). Jacobs (2009) also stated that principals, as instructional leaders, should invest 80% of their time on curriculum and instructional issues; and the other 20% on the more routine administrative functions of their schools. Nevertheless, according to Stewart (2006), in many schools the principals for lack of educational expert knowledge, only a minority of them would find instructional leadership a reality. Jacob (2009.) also added that the sad fact is that most principals invest little time on to supervise this absolutely crucial dimension of schooling enterprise, i.e., curriculum, and teaching and learning activities.

Moreover, according to Stewart (2006), the authority invested on the principal is severely limited as the principal occupies a middle management position, while the ultimate authority rests in the hands of the senior administrators in the district or divisional office and the principals are politically wedged between the expectations of classroom teachers, parents, the senior management team, and the members of the community. Moreover, despite education reforms focusing on decentralization in some developing countries, yet as a result of the still prevailing highly centralized education systems in many developing countries have limited school principals' autonomy, restricting the scope for the exercise of leadership and thereby leaving school leaders to focus on routine administrative jobs

and managing resources rather than instructional planning, promoting academic quality, setting goals and introducing innovative and proactive management systems at their schools (Singh,2016). McGuire (2002, p. 2) also reports that for principals:

Planning is difficult because the job is frequently reactive rather than proactive with the principal required to offer immediate response to much of what transpires in a typical day. Searching out a role model becomes a game of hide and seek because the job keeps evolving. Principals find themselves reinventing the position because structure and guidelines are so elusive.

Furthermore, many principals finds challenging to work with the various educational stakeholders to maintain some sense of balance between the competing and often conflicting demands from various interest groups (Stewart, 2006). Besides, principals in developing countries faced a number of other challenges due to politics, with nepotism and favoritism in the appointment of teachers, forming school management committees, and securing funding being the most prevalent (Oplatka as cited in Singh, 2016).

The reason for the lack of effective principal leadership and giving priority to the urgent issues over the important ones may simply be due to principal inability to accomplish the leadership practice. In many schools the principals are not the educational expert and in many instances also the principals have less expertise than the teachers they supervise, then as such they perceive their role is administrative and they purposely distance themselves from the classroom environment (Hallinger, 2003; Stewart, 2006). According to Singh (2016), the principals led their schools mainly based on their experiential knowledge without having any theoretical knowledge of school leadership since they had no opportunity to participate in formal leadership training.

The challenges facing the principals are further complicated by the fact as Onderi and Makori (2013) (as cited in Sigh, 2016) noted that secondary school principals in Kenya work under very challenging and complex circumstances, where principals mainly faced problems with poor security, rising sectarian conflicts and tensions, disciplinary and behavioral issues among students, drug and substance abuse, violence, and lack of resources among many other challenges. Similarly, according to Bogale (2014), among the main challenges that Ethiopian school principals facing were: lack of professional

leadership development training, insufficient school budget allocation, lack of support and encouragement from Woreda Education Office, absence of constructive feedback and effective communication between school leaders and teachers. Unfortunately, it looks as if principals with genuine intentions to focus on academic matter have found it almost impossible to invest enough time on instructional issues and working with teachers due to the contextual conditions in which their schools work.

3. MATERIALS AND METHODS

This part of the thesis deals with research design, description of the study area, sources of data, samples and sampling techniques, instruments of data collection, pilot test, procedure of data collection and methods of data analysis. Each of them was explained as follows.

3.1. Research Design

Survey design provides a plan for a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2006). The main purpose of this study was to investigate the effectiveness of principal leadership practices in secondary schools in Fafan zone as perceived by teacher. Thus to undertake this study, descriptive survey research method was used. Because descriptive survey research is concerned with practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing (Cohen, Manion and Morrison, 2007). Consequently, for the obvious simplicity and directness of this method, the descriptive survey research method was employed in this study.

3.2. Description of the Study Area

The study was conducted in selected secondary schools in Fafan zone of Ethiopian Somali Regional State (ESRS). Fafan zone is one of the nine administrative zones of ESRS. Fafan zone is situated in the northeastern part of ESRS. It bordered in the north by Siti zone of ESRS and Somaliland Republic; in the east by Somaliland Republic; in the south by Jarar and Nogob zones of ESRS; and in the west by Nogob zone and Oromia Regional State. Jigjiga is the zonal as well as the regional capital, which is located 628 Km Southeast of Addis Ababa

Fafan zone has eight woredas and one city council administration (i.e. Jigjiga City Council). It had 25 secondary schools, i.e., all its woredas except one, (i.e. Goljano) have at least one secondary school.

3.3. Sources of Data

Both primary and secondary sources of data were used to collect relevant data for the present study.

3.3.1. Primary sources

Primary data were collected through questionnaire from the teachers and the principals of the sampled secondary schools in Fafan Zone. Moreover, observation was used as a primary data source too. In addition to this and interview were also used to collect primary data from Principals, vice principals, and PTA heads.

3.3.2. Secondary sources

For the sake of finding facts about the effectiveness of principal leadership practices, relevant and available documents such as school guidelines, files, school minutes and school reports, etc. were also used as secondary sources of data.

3.4. Sample and Sampling Techniques

3.4.1. Sample size of the study

Fafan Zone had 25 secondary schools as a whole. First and foremost of all, for this study, 7 (28%) secondary schools were selected randomly from four pre-existing school-clusters of the 25 secondary school of Fafan Zone (see Table 1); since not more than seven secondary schools were manageable with the available resources and time. These four school-clusters (i.e., *Eastern-cluster*, *Northern-cluster*, *Western-cluster* and *Southern-cluster*) were originally built and developed by the Somali Regional Education Bureau (SREB), Zone administrative and Woreda Education Offices (WEO) for the purpose of monitoring, supervision and supporting the secondary schools in Fafan Zone.

Table 1 School-clusters and sampled schools

School-clusters	Secondary Schools	
	population	sample
Northern-cluster	11	3
Eastern-cluster	3	1
Western-cluster	8	2
Southern-cluster	3	1
Total	25	7

As a result, Kabri Bayah Senior Secondary School from Eastern-cluster; Awbarre Secondary School, Lafa Isse Secondary School and Tuli Guled Secondary School from Northern-cluster; Jigjiga Secondary School and Gursum Secondary Schools from Western-cluster; and Babile Secondary Schools from Southern-cluster, a total seven (7) sample secondary schools were selected for current study. Thus, the population for the present study was 380 full-time teachers (i.e., 48, 38, 40, 140, 43, 43, and 28 teachers from Awbarre, Babile, Gursum, Jigjiga, Kabri Bayah, Lafa Isse and Tuli Guled secondary schools respectively), 7 principals, 7 vice principals and 7 Parent-Teacher Associations (PTA) heads of the 7 sampled secondary schools in Fafan Zone.

The sample size of teachers for the present study was 191; because, as cited by Cohen et al. (2007), Krenjcie and Morgan (1970) determined and recommended a sample size of 191 as the appropriate size of a random sample for a population of 380. Thus, based on the suggestion of these two authors and using it as a reference point, the sample size of each secondary school was calculated (i.e., Awbarre: $48 \times 191 / 380 = 24$; Babile: $38 \times 191 / 380 = 19$; Gursum: $40 \times 191 / 380 = 20$; Jigjiga: $140 \times 191 / 380 = 70$; Kabri Bayah: $43 \times 191 / 380 = 22$; Lafa Isse: $43 \times 191 / 380 = 22$; Tuli Guled: $28 \times 191 / 380 = 14$; total 191 teachers). Moreover, the seven principals, the seven vice principals and the seven PTA heads in the seven sampled secondary schools were all of them included the study as a sample (see Table 2).

Table 2: Sample Size of Respondent Teachers, Principals, Vice Principals and PTA

S/No	School	Teachers			Principals			Vice Principals			PTA Heads		
		Population	Sample size	%	Population	Sample size	%	Population	Sample size	%	Population	Sample size	%
1	Awbare Sch	48	24	50%	1	1	100	1	1	100	1	1	100
2	Babile Sch	38	19	50%	1	1	100	1	1	100	1	1	100
3	Gursum Sch	40	20	50%	1	1	100	1	1	100	1	1	100
4	Jigjiga Sch	140	70	50%	1	1	100	1	1	100	1	1	100
5	Kabribayah Sch	43	22	51%	1	1	100	1	1	100	1	1	100
6	Lafa Isse Sch	43	22	51%	1	1	100	1	1	100	1	1	100
7	Tuli Guled Sch	28	14	50%	1	1	100	1	1	100	1	1	100
	Sub total	380	191	50%	7	7	100	7	7	100	7	7	100
	Sampling techniques	Simple random			Available			Available			Purposive		

3.4.2. Sampling techniques

Seven secondary schools were selected using cluster sampling technique from the 25 secondary schools in Fafan zone. Simple random sampling technique was used to select the teachers from the seven sampled secondary schools. *Simple random sampling technique* is a process of selecting a sample in such a way that each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next (Cohen et al., 2007;

All the seven principals, the seven vice principals and the seven PTA heads of the seven sampled secondary schools were selected as a samples and were included in the study. Available sampling technique was used to select the sample of principals and vice principals that were found in selected secondary schools since their numbers were very small, while 7 PTA heads were selected using purposive sampling techniques by merit of their knowledge, work positions and experience (see Table 2). *Purposive sampling technique*, also referred to as *judgment sampling technique*, is a process of selecting a sample that is believed to be a representative of a given population by virtue of their

professional role, knowledge, work positions, power, access to networks, expertise or experience (Cohen et al., 2007; Gay, Mills and Airasian, 2012).

Thus, all the 191 full-time teachers and the 7 principals from the seven selected secondary schools were asked to respond for questionnaire. While the 7 principals, the 7 vice principals and the 7 PTA heads were interviewed.

3.5. Instruments of Data Collection

Questionnaire, interview, and document analysis were the instruments used to collect data for this study. Each of them is briefly explained in the following way.

3.5.1. Questionnaires

Questionnaire with closed-ended questions was used to collect quantitative data for this study from the teachers and principals of the seven sampled secondary schools of Fafan zone. The questionnaire in the current study had two parts.

The first part, (Part-I) contained demographic items to provide background information on the respondents, which included: *gender*, *age*, *Experience* (total number of years of teaching experience) and *Qualification* (highest degree or diploma or certificate, etc., held).

For the purpose of this study, the second part, (Part-II) incorporated the 30 items (leadership behavioral statements) of an adapted version of Leadership Practices Inventory (LPI) questionnaire originally developed by Kouzes and Posner (2003). The 30 items of the original Kouzes and Posner (1995, 2003) LPI questionnaire were rated using a 10-point Likert scale, but the items of adapted LPI questionnaires used in the current study were rated using a 5-point Likert scale that were labeled as 1 = *Very Low*, 2 = *Low*, 3 = *Medium*, 4 = *High*, 5 = *Very High*. The 30 items (leadership behavioral statements) were embraced within five leadership practices; (1) *Model the Way*, (2) *Inspire a Shared Vision*, (3) *Challenge the Process*, (4) *Enable Others to Act*, and (5) *Encourage the Heart*.

The questionnaire was used to collect data from two groups of respondents, the sampled teachers (*Observed-rated*) and the sampled principals (*Self-rated*), on the extent to which the sampled secondary schools principals were engaged on the 30 items. The questionnaire was prepared in English. Since the medium of instruction in all subjects in secondary schools is English, secondary school teachers and principals had no problem to read, understand, and respond to the questionnaire in English. This questionnaire had taken approximately twenty-five minutes to complete. The instrument was pilot tested by randomly selecting 30 teachers working in Shekh Abdisalam and Hadow Secondary Schools.

3.5.2. Observations

Observation is a research process that offers an opportunity to collect open-ended, firsthand information or “live” data from naturally occurring social situations by observing and recording behavior or trait or attribute as it occurs in its natural settings (Cohen et al., 2007; Creswell, 2012).

Moreover, according to Cohen et al.(2007), observation can be of *facts* (e.g., the number of students in a class), *behaviors* (e.g., the friendliness of the teachers), *qualities* (e.g., the degree of wear and tear on a book in the school library), the *physical setting* (e.g. the physical environment and its organization), the *human setting* (e.g. the organization of people, the characteristics and makeup of the groups or individuals being observed, for instance, gender, class), the *interactional setting* (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.), or the *program setting* (e.g. the resources and their organization, pedagogic styles, curricula and their organization).

In keeping with such suggestions, in this study, the observation method of collecting primary data was used to check the availability, adequacy and the status of *School Infrastructural Facilities, Classroom Facilities, learning facilities, and Social and Basic Amenities* through a check list (see Appendix 6); since the physical status and availability of these facilities and services can be easily observed.

3.5.3. Interview

Interviews permit researchers to obtain important data they cannot acquire from observations alone (Gay et al., 2012). Semi-structured interview was used for this study in order to collect in-depth qualitative data from principals, vice principals, and PTA heads. Using semi-structured interview was quite important, because it had great potential to clear doubts and to clarify misunderstandings. For PTA members, the interview questions were translated in to Somali language to minimize communication barriers.

3.5.4. Document Analysis

In qualitative study, documents represent a valuable source for text (word) data that are also ready for analysis without the necessary transcription that are required with interview and observation data (Creswell, 2012).

In order to find the facts in the study area, the researcher also collected and analyzed different relevant and available documents such as school guidelines, files, teachers' minutes of meeting, PTA's minutes of meeting, school minutes and school reports, etc., to complement the data collected through questionnaire and semi-structured interview, in relation to the effectiveness principal leadership practices in selected secondary schools in Fafan zone. This is mainly to cross-check with the existing reality.

3.6. Pilot Test

To check the reliability of the data collection instruments and thereby detect the redundancy, ambiguity and unclear items, pilot test was conducted by randomly selecting thirty teachers, from Shekh Abdisalam and Hadow Secondary Schools. Pilot testing a questionnaire provides information about deficiencies and suggestions for improvement (Gay et al., 2012). Accordingly, inconsistencies and weaknesses noted during pilot test were corrected. Moreover, internal consistency measures of reliability were computed for the instrument (LPI scale) using SPSS by calculating Cronbach's alpha coefficients. As a result, the instrument showed very good internal consistency with Cronbach's alpha coefficients ranging from .766 to .930 (see Table 3). An instrument with reliabilities above .70 is considered acceptable (Cohen et al., 2007). Thus, with its high internal consistency

rating (well above the acceptable value of .70), LPI-Observer was assumed to be an appropriate instrument for the present research.

Table 3 The 30-Items LPI and its Reliability

The five LPI scale	Items of each LPI scale	Cronbach's Alpha	
		Authors	Pilot tested
Full LPI scale	All 30 items	.90	.812
Modeling the Way	Items 1, 6, 11, 16, 21, 26	.88	.766
Inspiring a Shared Vision	Items 2, 7, 12, 17, 22, 27	.92	.874
Challenging the Process	Items 3, 8, 13, 18, 23, 28	.89	.858
Enabling Others to Act	Items 4, 9, 14, 19, 24, 29	.88	.881
Encouraging the Heart	Items 5, 10, 15, 20, 25, 30	.92	.930

1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High.

3.7. Procedures of Data Collection

First, the researcher contacted Somali Regional Education Bureau (SREB) and explained the purpose of the research and secured permission to conduct the research. Then he visited and discussed the purpose of the research with each Woreda Education Office (WEO) of the sampled schools and obtained permission to proceed with the research. Led to each sampled secondary school by experts from WEO, the researcher met and discussed the purpose of the research with the principals and vice principals. After the researcher was granted permission to survey their respective schools, he moved forward to contact and explain the participants in each sampled school the purpose of the research, assured them complete anonymity and strict confidentiality. Once the participants agreed to participate voluntarily in the research, a total of 198 questionnaires (i.e., 191 (Observer-rated) LPI questionnaires to sampled teachers and 7 (Self-rated) LPI questionnaires to the principals of the sample secondary schools) were distributed. Then personal face-to-face interviews were administered by the researcher to 7 principals, 7 vice principals and 7 PTA heads in place and time of their choice. At the end of the interview sessions of each sampled secondary school, qualitative data were collected from available and relevant documents of that particular sampled secondary school with their consent for document analysis. To

reduce the number of non-respondents, several calls were made and replacement surveys were also provided to some principals and teachers.

3.8. Methods of Data Analysis

For this study, both quantitative and qualitative methods of data analysis were employed. Thus, the data obtained through a questionnaire were recorded, categorized, coded, tabulated and analyzed using tally, frequency count, percentage, mean and standard deviation and interpreted the respondents' frequency counts and percentage at a 5-point of rating scales (1 = Very Low, 2 = Low, 3 = Medium, 4 = High , 5 = Very High) followed by discussion of the most important points.

However, for the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories i.e. *low*, *moderate* and *high*. In categorizing the rating scales, the frequency and percentage results of 'Very Low' and 'Low' were combined into 'low'; Medium into moderate; and the results of 'Very High' and 'High' combined into 'high'. Moreover, mean scores and standard deviation were also calculated from each of the response scores. For the purpose of simplicity of the analysis and the interpretation, the mean values of each item and dimension were interpreted as follows. a mean value of ≤ 1.49 as *very low level of performance*, 1.50- 2.49 as *low level of performance*, 2.50-3.49 as a *moderate level of performance*, 3.50-4.49 as *high performance* and ≥ 4.50 as *very high level of performance*.

The data gathered through observation, interview and document analysis were analyzed qualitatively through descriptive narration for the purpose of triangulation. The handwritten notes were transcribed; categorized and compiled together into themes. Then, the data were analyzed qualitatively by reviewing the notes taken (by hand writing), narrating, interpreting and reflecting on key points that are related to the objectives of the research. After that, the result of the analysis were also summarized and organized by related category. Research questions were answered through cross-checking and analysis of data from multiple sources (in order to increase reliability and validity of data). That is, through triangulation analysis (Creswell, 2012). Finally, the results obtained were summarized, concluded and recommended depending on the data analyzed and interpreted.

4. RESULTS AND DISCUSSION

The purpose of this study was to investigate the effectiveness of principal leadership practices in seven selected public secondary schools in Fafan Zone of SRS as perceived by their teachers. Thus, this chapter deals with the presentation, analysis and interpretation of data collected from sampled teachers, principal, vice principal, and PTA members through questionnaires, observations, interviews, and document analysis.

4.1. The Distribution and Return Rate of LPI Questionnaires

In order to collect quantitative data for the present study adapted LPI questionnaire of Kouzes and Posner (2003) was used. Both types of LPI, the (Observer-rated) LPI and the (Self-rated) LPI questionnaire, were used. The (Observer-rated) LPI questionnaire, 191 copies were distributed to the sampled teachers to rate the extent to which their principals were engaged on the 30 items of LPI, whereas seven (7) copies of (Self-rated) LPI questionnaire were distributed to the seven sampled principals to rate the extent to which they themselves were engaged on the 30 items.

Among the LPI questionnaire distributed to 191 teachers, 180 of them were responded and returned. However, out of the 180 cases, two cases with missing data were also dealt with applying elimination of cases with missing scores from the data analysis and included only those cases for which complete data exist (Creswell, 2012). Thus, the final sample for analysis consisted of 178 cases (usable responses), 145 male and 33 female resulting in a return rate of 93.19%. Thus, the 93.19% return rate was well above the threshold (50%) of the thumb rule suggested by Gay et al. (2012). On the other hand, regarding the principals' (Self-rated) LPI responses, of the entire seven questionnaires distributed to principals, two questionnaires were not returned and other two were with missing data, errors and even some responses were illegible. As a result only three (43%) usable responses were returned (i.e., very small return rate), which were viewed as unsatisfactory for any further data analysis. Therefore, the principals' (Self-rated) LPI responses were excluded from further analysis and only the 178 (Observer-rated) LPI usable responses obtained from the teacher

were used in the current study. The details of the (Observer-rated) LPI questionnaires distributed and their return rates are presented in Table 4.

Table 4: (Observer-rated) LPI questionnaire distributed and return rate

S/No	School	Distributed	Return rate	
			<i>f</i>	Percent
1	Awbare	24	22	91.67%
2	Babile	19	18	94.74%
3	Gursum	20	18	90.00%
4	Jiggiga	70	64	91.43%
5	Kabri Bayah	22	22	100.00%
6	Lafa Isse	22	20	90.91%
7	Tuli Guled	14	14	100.00%
Sub total		191	178	93.19%

f = Frequency

4.2. Demographic Characteristics of the Respondent Teachers

Demographic data was collected from all participants (teachers, principals, vice principals and PTA members), who voluntarily participated in the study. The demographic data concerning the teachers' *Gender*, *Age*, *Qualification* (highest academic qualification, i.e., degree or diploma or certificate held), and *Experience* (total number of years of teaching experience) are reported in Table 5.

Table 5: Demographic Characteristics of Respondent Teachers

Demographic Characteristics	Gender		Female		Total		
	Male		Female		Total		
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Age Group	23 - 25	16	8.99%	7	3.93%	23	12.92%
	26 - 30	40	22.47%	22	12.36%	62	34.83%
	31 - 35	57	32.02%	4	2.25%	61	34.27%
	36 - 40	28	15.73%	0	0.00%	28	15.73%
	41 - 45	4	2.25%	0	0.00%	4	2.25%
	Total	145	81.46%	33	18.54%	178	100.00%
Experience	1 - 5 years	24	13.48%	12	6.74%	36	20.22%
	6 - 10 years	64	35.96%	21	11.80%	85	47.75%
	11 - 15 years	28	15.73%	0	0.00%	28	15.73%

Demographic Characteristics	Gender	Male		Female		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	16 - 20 years	29	16.29%	0	0.00%	29	16.29%
	21 - 25 years	0	0.00%	0	0.00%	0	0.00%
	Total	145	81.46%	33	18.54%	178	100.00%
Qualification	Diploma	22	12.36%	7	3.93%	29	16.29%
	Bachelor	119	66.85%	26	14.61%	145	81.46%
	Masters	4	2.25%	0	0.00%	4	2.25%
	Total	145	81.46%	33	18.54%	178	100.00%

Table 4 shows that only 33 teachers (18.54%) of the 178 sampled teachers were female teachers indicating a huge gender imbalance among the teachers in the sampled secondary schools that needs to be addressed. and

Regarding the age of the teachers, 123 of teachers (69.10%) fell in the age group between 26 and 35 years, 28 teachers (15.73%) in age group of 36 to 40 years and only 4 of them (2.25%) were 41 years old and above. Therefore, of the 178 sampled teachers, while 23 teachers (12.92%) were 25 years old or younger, the remaining majority 155 of them (87.08%) were 26 years old and above. Thus, this indicates that majority of the sampled teachers were the matured and energetic working age group.

Regarding the status of the teachers in terms their qualification, 4 male teachers (2.25%) were masters degree holders, whereas 145 teachers (81.46%) were bachelor degree holders, of which 119 (66.85%) were male teachers and 26 (14.61%) female teachers. While the majority, 130 teachers (73.03%) had the first or second degree and more than 5 years of service; 69 of them (38.76%) had experience of 10 years or above each. On the other hand, only 19 (10.67%) of the first degree holder teachers, had service years of 5 years or less. Moreover, the diploma holders accounted for 29 teachers (16.29%) and had taught for 3 to 8 years the Somali language. Among the diploma holders 7 of them (3.93%) are female teachers of age range between 23 and 28 years (very young age) with service year ranging from 3 to 6 years. Thus, all the sampled teachers had known their respective principals for three or more years. Therefore, it could be assumed that the respondent teachers had the work experience and knowledge required to evaluate their school principals using the LPI questionnaire.

4.3. Demographic Characteristics of the Principals, Vice Principal and PTA

The demographic data concerning the principals, vice principals and PTA members (i.e., gender, age, highest educational level, and total years of experience) were reported in Table 6.

Regarding the age of respondents, 6 principals (85.72%) and all the 7 vice principals (100%) were in the age group of 26 to 35 years, while 1 principals (14.28%) and all the 7 PTA members (100%) were 36 years old and above. Thus, neither the principals nor the vice principals were below 26 years old.

Table 6: Demographic Characteristics of Principals, Vice Principals and PTA

Demographic Characteristics		Principals		Vice Principals		PTA Members	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Gender	Male	7	100.00%	7	100.00%	7	100.00%
	TOTAL	7	100.00%	7	100.00%	7	100.00%
Age Group	26-30 years	3	42.86%	3	42.86%	-	-
	31-35 years	3	42.86%	4	57.14%	-	-
	36-40 years	1	14.28%	-	-	3	42.86%
	41-45 years	-	-	-	-	2	28.57%
	46 and above	-	-	-	-	2	28.57%
	TOTAL	7	100.00%	7	100.00%	7	100.00%
Experience	1 - 5 years	4	57.14%	6	85.71%	7	100.00%
	6 - 10 years	3	42.86%	1	14.29%	-	-
	11 - 15 years	-	-	-	-	-	-
	TOTAL	7	100.00%	7	100.00%	7	100.00%
Qualification	Below Certificate	-	-	-	-	2	28.57%
	Certificate	-	-	-	-	3	42.86%
	Diploma	-	-	-	-	2	28.57%
	1 st Degree	7	100.00%	7	100.00%	-	-
	TOTAL	7	100.00%	7	100.00%	7	100.00%

f= Frequency, % = Percentage

Concerning the service years, 4 principals (57.14%), 6 vice principals (85.71%) and all the 7 (100%) of the PTA members (serving as school PTA members) had experience of 5 years and below. On the other hand, 3 principals (42.86%) and 1 vice principal (14.29%)

had experience of 6 to 10 years, while neither the principals nor the vice principals had more than 10 years of experience. Thus, the principals, the vice principals and the PTA members were not so experienced as the 69 teachers (38.76%), who had the first or the second degree plus a service of more than 10 years each, or the 29 senior teachers (16.29%), who had experience of 16 years and above (See table 5). Consequently, leading the more experienced and senior teachers might pose some problems for the principals and the vice principals in their day-to-day duty.

4.4. The Principal Leadership Practice as Perceived by Their Teachers

The sampled teachers were asked to indicate the degree to which their principal were engaged on the 30 items on LPI questionnaire intended to measure the five leadership practices of Kouzes and Posner’s (1995), namely, modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The responses obtained were analyzed in the following sub sections and the results were summarized in tables followed by discussion.

4.4.1. Principals on modeling the way

Modeling the way, according to Sun and Leithwood (2013), is a leadership practice that entails principals “walking the talk,” providing a role model of ethical behavior; instilling pride, respect and trust in staff; symbolizing success; and demonstrating a willingness to change one’s own practices as a result of new understandings. The extent, to which the sampled principals were engaged on modeling the way, as perceived by their teachers, is summarized as follows in Table 7.

Table 7: Teachers responses on modeling the way

No	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1.	Sets a personal example of what he/she expects of others	29	16.3%	76	42.7%	44	24.7%	19	10.7%	10	5.6%	178	100%	2.47	1.06

No	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
6.	Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on.	5	2.8%	48	27.0%	60	33.7%	45	25.3%	20	11.2%	178	100%	3.15	1.03
11.	Follows through on the promises and commitments that he/she makes	6	3.4%	51	28.6%	61	34.3%	49	27.5%	11	6.2%	178	100%	3.04	0.97
16.	Asks for feedback on how his/her actions affect other people's performance.	84	47.2%	14	7.9%	43	24.1%	24	13.5%	13	7.3%	178	100%	2.26	1.36
21.	Builds consensus around a common set of values for running our organization.	87	48.9%	9	5.1%	52	29.2%	18	10.1%	12	6.7%	178	100%	2.21	1.32
26.	Is clear about his/her philosophy of leadership?	88	49.4%	52	29.2%	24	13.5%	10	5.6%	4	2.3%	178	100%	1.82	1.01
	Modeling the way	299	28.0%	250	23.4%	284	26.6%	165	15.4%	70	6.6%	1068	100%	2.49	1.23

Key: *f* = Frequency, %=Percentage, 1 = very low (VL), 2 = low (L), 3 = medium (Md), 4 = high (H), 5 = very high (VH), M = mean, SD = Standard Deviation

Item 1 of Table 7, sampled teachers were asked to reveal the level to which their school principals were engaged on setting a personal example of what they expect of others. Accordingly, the majority 105 (59.0%) of teachers revealed that the extent of the principals' setting a personal example of what they expect of others was at low level and the remaining 44 (24.7%) and 29 (16.3%) of teachers declared that principals made a personal example of what they expect of others at medium and high levels respectively. Even though as Leithwood et al. (2006) stated setting an example for employee is consistent with the values the transformational leader supports, the findings of the current study revealed that the principals in the sampled secondary schools did very little in setting a personal example and leading their schools by example. Moreover, the interview with four PTAs also showed that there is lack of participative and transparent decision making in their respective schools.

As to item 6 of Table 7, the majority 65(36.5%) of the teachers declared that the principals spend time and energy making certain that the people they work with adhere to the

principles and standards at high level while the remaining 60 (33.7%) and 53 (29.8%) of the teachers replied that the principals spend time and energy making certain that the people they work with adhere to the principles and standards at medium and low levels respectively. Thus, this means the principals in the sampled secondary schools in Fafan Zone have invested time and energy to make sure that their staff sticks to the principles and standards. Aligned with this finding Leithwood et al., (2006) assert that role modeling core values with the appropriate behaviors and attitudes in one's own practices is a part of transformational leadership. Moreover, according to Marzano et al. (2005), principals should reinforce clear rule and procedure for staff and students.

Similarly, item 11 of Table 7, the majority 61 (34.3%) of the teachers responded that the principals follow through on the promises and commitments that they make at a medium level, while the remaining 60 (33.7%) and 56 (32.0%) of the teachers indicated that the principals follows through on the promises and commitments that they make at high and low levels respectively. Since 121(68.0%) rated it at high or medium level, this result is more or less consistent the reviewed literature. According to Cotton (2003), what the staff clearly most admires about their principal is simply "walking their talk" or as Leithwood et al. (2006) stated it is consistency between words and deeds of the principals.

As shown in Table 7, item 16, the majority 98 (55.1%) of the teachers revealed that the principals ask for feedback on how their actions affect other people's performance at low level and the remaining 43 (24.1%) and 37 (20.8%) of the teachers responded that the principals ask for feedback on how their actions affect other people's performance at medium and high levels respectively. This implies that the sampled principals hardly asked and cared for the feedback on the consequence of their actions in their school. However, in opposite to this finding, Kouzes and Posner (2007) stated that feedback can absolutely help the principals know what they might need from others and who might benefit from their assistance.

As represented in item 21 of Table 7, the majority 96 (54.0%) of the teachers reported that the principals build consensus around a common set of values for running their schools at low level and the remaining 52 (29.2%) and 30 (16.8%) of teachers replied that the principals build consensus around a common set of values at medium and high levels respectively. According to this finding, the principals in the sampled schools had spent

little of their time and energy to come to a consensus on a common set of values which are very important for running their schools. Thus, this could have an adversary effect on the teaching learning practices and the school conditions. According to Kouzes and Posner (2003), principals, as transformational leaders, cannot simply impose their values on others expecting commitment, but on the other way round they have to engage others in common aspiration.

As displayed in Table 7, item 26, the majority 140 (78.6%) of teachers agreed that the principals were clear about their philosophy of leadership at low level and the remaining 24 (13.5%) and 14 (7.9%) of teachers agreed that the principals were clear about their philosophy of leadership at medium and high levels respectively. In contrast to this finding, Kouzes and Posner (2003) stated that leaders, as principals, model the way by finding their voice, setting example and standing up for their beliefs; so they better have beliefs to stand up for. Possessing and sharing well defined beliefs about school teaching and learning is indispensable for school principals (Marzano et al., 2005).

Overall, in the current study, the principal transformational leadership practice that embraces all the above six item (i.e., items 1, 6, 11, 16, 21 and 26), namely, modeling the way was rated at low level by the majority (51.4%) of the teachers, while the remaining (26.6%) and (22.0%) of the teachers rated it at medium and high level respectively (see Table 7).

In order to strengthen the findings obtained from the sampled teachers, in which modeling the way was rated at low level, the interview result of the seven principal, seven vice principals and seven PTA heads from the seven sampled secondary schools are summarized as follows.

Among the seven principals, seven vice principals and seven PTA heads from the sampled secondary schools that were interviewed by the researcher, nine of them reported that the principals were often very busy with the financial aspects of their school budgets (the block grant and school grant). Moreover, there is no transparency in the way the school budgets were managed. There was also complete absence of teachers' participation in decision making concerning the management of their school budgets (the block grant and school

grant money). As a result, there were recurrent tension and strained relationship among the principals, vice principals, PTA members and the teachers.

Additionally, three PTA two vice principals told the research: This lack of smooth relationship among the principals, the vice principals and the teachers has badly affected the core purposes of our schools—the teaching and learning process. When the community led by school PTA or other stakeholders attempts to arbitrate in order to solve the problems, it usually ends up with the principal refusal to accept their mistakes and correct them. The principals are not ready to be told or hear their mistakes from others; they take as a challenge to their authority. Thus, everything you see in our schools done is not built on consensus around common agreed upon principles or values. Therefore, everything seen in our school, the good or the bad, they all are simply the product of the autocratic decisions of our principals.

Furthermore, the findings of the document analysis of the seven sampled secondary schools also revealed that the available documents were predominately minutes of PTA meeting and minutes of block grant, school grant, and internal incomes meeting all conferring about planning, implementing, giving direction concerning their schools' budgets. Therefore, it is not hard to clearly perceive how and with whom the principals spend their time.

Overall, the findings of quantitative analysis, interview responses, and document analysis showed that modeling the way, the first principal transformational leadership practice of the current study, was rated at a low level by the teachers from sampled secondary schools that was further supported by the interview result and the findings of the document analysis. Nevertheless, modeling the way is an important and essential principal transformational leadership practice, which according Leithwood et al. (2006), entails “leading by example,” a general set of practices associated with models of “authentic leadership” such as demonstrating transparent decision making, confidence, optimism, hope, resilience and consistency between words and deeds that are considered desirable to achieve the school goals. Moreover, according to Kouzes and Posner (2007), the principals, as transformational leadership to model the way, they must affirming shared values—clarify values and find their voice—if they are unable to find their voice, they will end up mimicking someone else and never gain the integrity to lead their school. However, this is not the case with the principals in the secondary schools in Fafan Zone as the

present study indicates. The inclination of the principals of the secondary schools in Fafan Zone to implement modeling the way is at a low level. Therefore, modeling the way was not effectively engaged by the principals of the secondary schools in Fafan Zone

4.4.2. Principals on inspiring a shared vision

Principals inspiring a shared vision, according to Sun and Leithwood (2012), identify, develop, and articulate a shared vision or broad purpose for their schools that is appealing and inspiring to staff. The sampled secondary school teachers were asked to assess the degree to which their principals were employed the leadership practice, inspiring a shared vision, using a 5-point Likert scale that were labeled as 1= very low, 2 = low, 3 = medium, 4 = high, 5 = very high. As a result, the findings are summarized and displayed in Table 8.

Table 8: Teachers responses on inspiring a shared vision

No	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
2.	Talks about future trends that will influence how our work gets done.	58	32.6%	58	32.6%	24	13.5%	24	13.5%	14	7.8%	178	100%	2.31	1.27
7.	Describes a compelling image of what our future could be like.	33	18.5%	76	42.7%	50	28.1%	17	9.6%	2	1.1%	178	100%	2.32	0.92
12.	Appeals to others to share an exciting dream of the future.	34	19.1%	92	51.7%	43	24.2%	9	5.0%	0	0.0%	178	100%	2.15	0.78
17.	Shows others how their long-term interests can be realized by enlisting in a common vision.	66	37.1%	83	46.6%	25	14.0%	4	2.3%	0	0.0%	178	100%	1.81	0.75
22.	Paints the “big picture” of what we aspire to accomplish.	53	29.8%	85	47.7%	35	19.7%	3	1.7%	2	1.1%	178	100%	1.97	0.81
27.	Speaks with a genuine conviction about the higher meaning and purpose of our work.	66	37.1%	81	45.5%	28	15.7%	1	0.6%	2	1.1%	178	100%	1.83	0.79
	Inspiring a shared vision	310	29.0%	475	44.5%	205	19.2%	58	5.4%	20	1.9%	1068	100%	2.07	0.93

Key: *f* = Frequency, %=Percentage, 1 = very low (VL), 2 = low (L), 3 = medium (Md), 4 = high (H), 5 = very high (VH), M = mean, SD = Standard Deviation

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Regarding item 2 of Table 8, the majority 118 (65.2%) of teachers reported that the principals talk about future trends that will influence how their work gets done at a low level and the remaining 24 (13.5%) and 38 (21.3%) of teachers reported that the principals talk about future trends at medium and high levels respectively. This means the principals were not effectively engaged in telling their staff about the future trends of their work or in articulating their school wide vision. What is known from the past literature is in contrast to this behavior of the principals in the current study. Thus, according to Kouzes and Posner (2003), leaders have a vision to make something better than it is today or change the way things are now, yet visions seen only by leaders are insufficient to create significant change.

As to item 7 of Table 8, the majority 109 (61.2%) of teachers revealed that the principals describe a compelling image of what our future could be like at a low level and the remaining 50 (28.1%) and 9 (10.7%) of teachers revealed that principals describe a compelling image of what our future could be like at medium and high levels respectively. This indicates that the principals were not sufficiently capable of describing for their staff that their school could be transformed in the future. According to Kouzes and Posner (2003, p.2), “Leaders are driven by their clear image of possibility and what their organization could become.”

With regard to item 12 of Table 8, the majority 128 (70.8%) of the teachers indicated that the principals appeal to others to share an exciting dream of the future at low and the remaining 43 (24.2%) and 9 (5.0%) of the teachers indicated that the principals appeal to others to share an exciting dream of the future at medium and high levels respectively. From this finding, it is possible to conclude that the principals were not effectively evolved on encouraging their staff to join them to realize their school wide vision. In contrast to this finding, according to Cotton (2003), effective principals engage their teachers, parents, students and others to share in creating a school wide shared vision and make that vision reality.

As to item 17 of Table 8, the majority 149 (83.7%) of the teachers replied that the principals show others how their long-term interests can be realized by enlisting in a

common vision at low level and the remaining 25 (14.0%) and 4 (2.3%) of the teachers replied that principals show others how their long-term interests can be realized by enlisting in a common vision at medium and high levels respectively. From this, it is possible to conclude that the principals did not show others how their long-term interests can be realized by enlisting in a common vision. On contrary to this finding, Kouzes and Posner (2007) asserted that the exemplary leaders animate vision and help people see and feel how their own interests and aspirations are aligned with the vision.

Regarding item 22 of Table 8, the majority 138 (77.5%) of the teachers responded that the principals paint the “big picture” of what they aspire to accomplish at low level and the remaining 35 (19.7%) and 5 (2.8%) of the teachers responded that the principals paint the “big picture” of what they aspire to accomplish at medium and high levels respectively. This result shows that the principals were not effectively capable inspiring their staffs with achievable vision positively and hopefully. According Sun and Leithwood (2012), effective principals motivate their staff with challenging, but achievable goals, and communicate optimism about achieving these goals.

With regard to item 27 Table 8, the majority 147 (82.6%) of the teachers reported that the principals speak with a genuine conviction about the higher meaning and purpose of their work at low level and the remaining 28 (15.7%) and 3 (1.7%) of the teachers reported that the principals speak with a genuine conviction about the higher meaning and purpose of their work at medium and high levels respectively. This finding reveals that the principals were not using genuinely and skillfully a positive language to envision higher meaning and purpose of schooling. According Kouzes and Posner (2003), effective leaders breathe life into visions—through vivid language and uplift people’s spirits to do extraordinary.

Overall, inspiring a shared vision, which is the principal transformational leadership practice embracing all the above six items (i.e., items 2, 7, 12, 17, 22 and 27) in the present study was rated at low level by the majority (70.3%) of the teachers, whereas the remaining (22.4%) and (7.3%) of the teachers rated it at medium and high level respectively (see Table 8).

In order to strengthen and support this finding obtained from the sampled teachers, in which inspiring a shared vision was rated at low level, the interview result is summarized as follows.

According to the four vice principals and two PTA members their school wide vision were prepared by small group of loyalist to the principals. After the school vision was prepared for every school, they took their place on the shelves in their principals' offices. Their principals never bothered to have an extended discussion with the faculty regarding a shared school wide vision or school mission. School vision and statement of school mission are available in every school but has little meaning in practical life of the real world, since most of the school principals were yet to understand vision as a substantial shared dream of the future.

The findings of the document analysis of the seven sampled secondary schools revealed that all sampled schools have well documented school wide vision statements as well as mission statements. Even in some schools their school vision and mission statements were visibly posted on the wall of their principals' offices and at a time near the main entrance gate of their schools.

Many scholars have addressed the importance of the school principal having a school wide vision and conveying the school vision to the rest of the school community. According to these scholars, inspiring a shared vision implies the ability of the principal to form a school vision for the future of the school in order to improve what student learn as well as his/her ability to develop and communicate an image of what is possible, and get everyone aligned with a common purpose (e.g., Leithwood and Riehl, 2003; Cotton, 2003; Marzano et al., 2005; Kouzes and Posner, 2007; Sun and Leithwood, 2012). However, *Inspiring a Shared Vision* was rated at low level (below the average) by the sampled teachers and further this finding was supported by the interview result and the finding of the document analysis. Therefore, this indicated that the sampled principals' tendency towards engaging on inspiring a shared vision was at low level. Thus, this reveals that inspiring a shared vision was not effectively used in the sampled secondary schools in Fafan Zone SRS.

4.4.3. Principals on challenging the process

Challenging the process, as a critical leadership practice of an effective principal, principals performing this leadership practice challenge the staff's assumptions, stimulate and encourage their creativity, and provide help and information to staff members to evaluate, refine, and carry out their tasks more effectively (Sun and Leithwood, 2012). Thus the sampled teachers were asked to assess the level to which their principals engaged on challenging the process using a 5-point Likert scale that was labeled as: 1= very low, 2 = low, 3 = medium, 4 = high, 5 = very high. As a result the findings obtained from the teachers were summarized in Table 9 as follows.

Table 9: Teachers responses on challenging the process

No	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
3.	Seeks out challenging opportunities that tests his/her own skills and abilities.	23	12.9%	31	17.4%	101	56.8%	12	6.7%	11	6.2%	178	100%	3.31	1.11
8.	Challenges people to try out new and innovative ways to do their work.	31	17.4%	39	21.9%	94	52.8%	13	7.3%	1	0.6%	178	100%	2.54	0.84
13.	Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	40	22.5%	80	44.9%	42	23.6%	13	7.3%	3	1.7%	178	100%	2.81	0.97
18.	Asks "what can we learn?" when things don't go as expected.	29	16.3%	37	20.8%	99	55.6%	12	6.7%	1	0.6%	178	100%	2.31	1.13
23.	Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	32	18.0%	48	27.0%	92	51.6%	4	2.3%	2	1.1%	178	100%	2.75	0.92
28.	Experiments and take risks, even when there is a chance of failure.	27	15.2%	42	23.6%	103	57.8%	5	2.8%	1	0.6%	178	100%	2.11	1.08

No	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
	Challenging the process	182	17.0%	277	26.0%	531	49.7%	59	5.5%	19	1.8%	1068	100%	2.64	1.09

Key: *f* = Frequency, %=Percentage, 1 = very low (VL), 2 = low (L), 3 = medium (Md), 4 = high (H), 5 = very high (VH), M = mean, SD = Standard Deviation

As shown in item 3 of Table 9, the majority 93 (52.2%) of the teachers revealed that the principals seek out challenging opportunities that tests their own skills and abilities at a high level and the remaining 46 (25.8%) and 39 (22.0%) of the teachers revealed that the principals seek out challenging opportunities that tests their own skills and abilities at medium and low levels respectively. This finding shows that the principals in the sampled secondary schools were actively searching for new challenging initiatives that could test their skills and abilities, but eventually make things to better, to grow, to innovate and to improve their schooling system. This is in hold up with what Kouzes and Posner (2007) stated that the task of transformational leaders is change, thus they are willing to change the status quo and seek out for challenging initiatives that test their skills and abilities.

As regards to item 8 of Table 9, the majority 101 (56.7%) of the teachers reported that the principals challenge people to try out new and innovative ways to do their work at medium level while the remaining 65 (36.5%) and 12 (6.8%) of the teachers reported that the principals challenge people to try out new and innovative ways to do their work at low and high levels respectively. This means that the principals were encouraging their staff members to reexamine the ways they perform their work and try out an innovative way to do it. In line with this finding, Cotton (2003) asserted that principals of high-achieving schools, as supporters of teacher innovation who understand and accept that some new ideas will work and some will not, encourage teachers to take risks because they tend to be risk takers themselves.

Concerning item 13 of Table 9, the majority 93 (52.2%) of the teachers responded that the principals search outside the formal boundaries of their schools for innovative ways to improve what they do at medium level while the remaining 52 (29.2%) and 33 (18.6%) of the teachers responded that the principals search outside the formal boundaries of their schools for innovative ways to improve what they do at low and high levels respectively.

This implies that the principals were unable to bring new ideas, methods, and solutions from outside their school settings to innovate and improve the most important purpose of schooling, the well performing of all students. In agreement with this finding, Kouzes and Posner (2003) stated that as effective leader, not one person achieved a personal best by keeping things the same. Therefore, challenging the status quo, experimenting, taking risks, and learning from mistakes, transformational leaders must step out into the unknown and remain open to receiving ideas from anyone and anywhere.

As to item 18 of Table 9, 104 (58.5%) of the teachers replied that the principals ask “what can we learn?” when things don’t go as expected at low level while the remaining 46 (25.8%) and 28 (15.7%) of the teachers replied that the principals ask “what can we learn?” when things don’t go as expected at medium and high levels respectively. From this, it is possible to conclude that the principals were neither engaging their staff members to learn from their mistakes and failures, nor recognized that those failures as perfect opportunities for learning. Nevertheless, according Kouzes and Posner (2007, p. 9), “*In paradoxical way, success does not breed success. It breeds failure. It is failure that breeds success.*”

With regard to item 23 of Table 9, 106 (59.6%) of the teachers indicated that the principals make certain that they set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on at medium level while the remaining 48 (26.9%) and 24 (13.5%) of the teachers indicated that the principals make certain that they set achievable goals, make concrete plans, and establish measurable milestones at low and high levels respectively. Thus, this indicates that the principals did not engage their staff to set achievable goals, make concrete plans and establish measurable milestones. In contrast to this finding, Marzano et al. (2005) stated that the principals must set concrete goals for curriculum, instruction, and assessment practices within the school; establishing concrete goals for the general functioning of the school; and set concrete goals, and high expectations that all students will meet them.

As to item 28 of Table 9, 116 (65.1%) of the teachers confirmed that the principals experiment and take risks, even when there is a chance of failure at low level while the remaining 45 (25.3%) and 17 (9.6%) of the teachers agreed that the principals experiment and take risks, even when there is a chance of failure at medium and high levels

respectively. This finding reveals that the principals were incapable of attempting things that might fail and learn from experience. In contrast to this finding Cotton (2003) stated that the principals of high-achieving schools were not only risk takers but also consistently encouraged their teachers to take calculated risks. According to Marzano et al. (2005), principals must be willing to lead change initiatives with uncertain outcomes

Overall, challenging the process, a principal transformational leadership practice comprising all the above six items (i.e., items 3, 8, 13, 18, 23 and 28) in this study was also rated at medium level by the majority (49.7%) of the teachers and the remaining (43.0%) and (7.3%) of the teachers rated it at low and high level respectively (see Table 9).

In order to support and further strengthen this finding, the interview result from the responses of the interviewees of the sampled secondary schools is summarized as follows.

According to seven vice principals and three PTA heads, every year, the principals make sure they prepare their school plans and also set their school goals, even though it is not done with active and full participation of all the teachers. They also added that they all feel it is their obligation and duty to make a concrete school plan and set attainable school goals yearly. Nevertheless, always, they do not secure enough budgets from the government to implement their plans and achieve their school goals. However, they try out their best to go ahead with their school plans implementation with the limited budget and resources they secure from the government, and using the financial donation they obtain from other stakeholders and mainly from their school internal revenue. School goals that become unachievable in one academic year are always postponed to the next academic year. Even so, when one thing does not go well as expected, they try out a new way to make it work. Sometimes they succeed and sometimes they do not, but they never stop and sit idle. Their principals motivate them and tell them not to wait for the government to allocate them the entire budget they need. So they plan and they take what they get from the government; and for the rest they try other new means to secure it. Sometimes, they call the community, the NGOs, other stakeholders, etc., to support them by presenting to them their school plans. They also revealed that teachers' participation in making school plans and setting school goals was very low,

As a result of this endeavors, some schools have bought reference books, laboratory chemicals and equipments, while others have done classrooms maintenance or classrooms expansion by adding new classrooms to elevate their classroom shortage problem.

Overall, *challenging the process* was rated at a medium level (average) by the sampled teachers and further this finding was supported by the interview result and the finding of the document analysis. In support to this finding, according to Marzano et al. (2005), the responsibilities of principals are consistently attempting to operate at the edge versus the center of the school's competence to lead change initiatives with uncertain outcomes and to systematically considering new and better way of doing things by consciously challenge status quo. Moreover, according to Kouzes and Posner (2003), the work of leaders is change; search for opportunities to innovate, grow, and improve by experimenting, taking risks, and learning from mistakes; and the status quo is unacceptable to them. Therefore, this result indicated that challenging the process was moderately used in the sampled secondary schools in Fafan Zone SRS.

4.4.4. Principals on enabling others to act

Enabling others to act, according to Sun and Leithwood (2012), involves principals treating their staff as individuals with unique needs and capacities, providing individualized support—listening and attending to individuals' opinions and needs, acting as mentors or coaches to staff members, and supporting their professional development; ensuring that staff participate in major decisions making; establishing working conditions that facilitate staff collaboration for planning and professional growth; distributing leadership broadly among staff. The sampled teachers were asked to rate the degree to which their principals engaged on enabling others to act using a 5-point Likert scale that was labeled as: 1= very low, 2 = low, 3 = medium, 4 = high, 5 = very high. The findings obtained from the teachers were summarized in Table 10 as follows.

Table 10: Teachers responses on enabling others to act

№	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
4.	Develops cooperative relationships among the people he/she works with.	69	38.7%	24	13.5%	50	28.1%	16	9.0%	19	10.7%	178	100%	2.39	1.35
9.	Actively listens to diverse points of view.	36	20.2%	77	43.2%	48	27.0%	14	7.9%	3	1.7%	178	100%	2.28	0.93
14.	Treats others with dignity and respect.	21	11.8%	52	29.2%	96	54.0%	7	3.9%	2	1.1%	178	100%	2.53	0.79
19.	Supports the decisions that people make on their own.	52	29.2%	85	47.8%	34	19.1%	4	2.2%	3	1.7%	178	100%	1.99	0.85
24.	Gives people a great deal of freedom and choice in deciding how to do their work.	69	38.8%	81	45.5%	21	11.8%	3	1.7%	4	2.2%	178	100%	1.83	0.86
29.	Ensures that people grow in their jobs by learning new skills and developing themselves.	74	41.6%	75	42.1%	22	12.4%	4	2.2%	3	1.7%	178	100%	1.80	0.86
	Enabling others to act	312	30.0%	394	36.9%	271	25.4%	48	4.5%	34	3.2%	1068	100%	2.14	1.00

Key: *f* = Frequency, %=Percentage, 1 = very low (VL), 2 = low (L), 3 = medium (Md), 4 = high (H), 5 = very high (VH), M = mean, SD = Standard Deviation

As to item 4 of Table 10, the majority 93 (52.2%) of the teachers revealed that the principals develop cooperative relationships among the people they work with at a low level and the remaining 50 (28.1%) and 35 (19.7%) of the teachers revealed that the principals develop cooperative relationships among their staff at medium and high levels respectively. Therefore, this finding implies that the principals were not effectively engaged in facilitating cooperative relationships among their staff. In contrast to this finding, Kouzes and Posner (2003) asserted that fostering cooperative relationship among people enables teams, partnerships and other alliances to function effectively and even often exceed their own expectation.

With regards to item 9 of Table 10, 113 (63.4%) of the teachers reported that the principals actively listen to diverse points of view at low level while the remaining 48 (27.0%) and 17 (9.6%) of the teachers reported that the principals actively listen to diverse points of view

at medium and high levels respectively. Thus, this means that the principals were not more open to diverse opinions of other people. In opposite to this finding, according to Marzano et al. (2005), the principals must encourage people to express diverse and contrary opinions and protect the voices of participants who offer differing points of view

As described in item 14 of Table 10, 96 (54.0%) of the teachers responded that the principals treat others with dignity and respect at medium level while the remaining 73 (41.0%) and 9 (5.0%) of the teachers responded that the principals treat others with dignity and respect at low and high levels respectively. This finding shows that the principals were properly treating their staff with dignity and respect. In support with this finding, Kouzes and Posner (2007) reported that the leaders should demonstrate profound trust and respect for the people they work with.

In connection to item 19 of Table 10, 137 (77.0%) of the teachers replied that the principals support the decisions that people make on their own at low level while the remaining 34 (19.1%) and 7 (3.9%) of the teachers replied that the principals support the decisions that people make on their own at medium and high levels respectively. Thus, from this, it is possible to conclude that the principals did support the decision that made by their staff. In opposite to this finding, Kouzes and Posner (2003) stated that the work of leaders is making people capable of acting on their own initiatives by letting them have more discretion, more authority, and more information; then they are much more likely to use their energy to do extraordinary things.

With regard to item 24 of Table 10, 150 (84.3%) of the teachers indicated that the principals give people a great deal of freedom and choice in deciding how to do their work at low level while the remaining 21 (11.8%) and 7 (3.9%) of the teachers indicated that the principals give people a great deal of freedom and choice in deciding how to do their work at medium and high levels respectively. Hence, it is obvious from this result that the principal did not allow autonomy to their staff members in choosing and deciding how to do their work. In contrast to this finding Cotton (2003) stated the effective principals provide their teachers more instructional autonomy and enhance teachers' autonomy by shielding staff from excessive intrusions or pressure exerted by forces outside the school.

As to item 29 of Table 10, the majority 149 (83.7%) of the teachers confirmed that the principals ensure that people grow in their jobs by learning new skills and developing themselves at low level while the remaining 22 (12.4%) and 7 (3.9%) of the teachers agreed that the principals ensure that people grow in their jobs by learning new skills and developing themselves at medium and high levels respectively. This result indicates that the principals were not supporting the professional development opportunities of their staff. In contrary to this finding, Cotton (2003) asserted that effective principals provided professional development opportunities for their staff members, particularly the teaching staff and were creative in finding ways to secure the resources necessary—financial, human resource, time, materials, and facilities—to make professional development opportunities available.

Overall, enabling others to act, the principal transformational leadership practice of the current study encompassing all the above six items (i.e., items 4, 9, 14, 19, 24 and 29) was rated at low level by the majority (66.9%) of the teachers whereas the remaining (25.4%) and (7.7%) of the teachers rated it at medium and high level respectively (see Table 10).

The findings of interview responses of the principals, the vice principals and the PTA heads are summarized as follows:

Majority of the principals were nominated from among the male school teacher to lead their secondary schools without prior experience and professional leadership development training. As a result, there was lack of transparency in managing the school budgets (the block grant and school grant). Thus, for the lack of a climate of trust, the relationship among the school leaders (the principals, the vice principals and the PTA members) and the teacher was not smooth. Moreover, the principals were not tangibly involved in the professional development of their teaching staff. Most of the major activities of the schools were run by the principals and their small group of loyalist. The principals were often the decision makers for everything and for everyone; simply they had the control over everything and usually defied the opinions of others. Thus, the teachers were neither engaged in major decision making about issues that even affect them, nor had autonomy to choose and decide how to do their work.

The findings of the document analysis of the seven sampled secondary schools also indicated that their teaching staff had a few professional development opportunities; all were academic upgrading from diploma to first degree and from first degree to masters through summer program in subject specific areas such as: biology, chemistry, physics, mathematics, Somali language, Geography, etc. Nevertheless, there was nothing that indicated that either the principals or the teachers had professional leadership development opportunities or the teachers had pedagogical skills training.

According to the perception the sampled teachers on the extent to which their principals were engaged enabling others to act, which was the fourth principal transformational leadership practice, was rated at a low level (below the average). This result was also further supported by the interview result and the finding of the document analysis. Nevertheless, this result contradicts what is known from past literature on effective principal leadership practices. Thus, according to Stewart (2006), the principal shares leadership with teachers and the model is grounded not on controlling or coordinating others, but instead on providing individual support, intellectual stimulation, and personal vision. The principals as transformational leaders, according to Kouzes and Posner (2007), must foster collaboration by building trust and facilitating relationship; and strengthen others by increasing self-determination and developing competence. Moreover, the principals as transformational leaders, according to Stewart (2006), are in a continuous pursuit of three goals: helping their staff members develop and maintain a collaborative professional school culture; fostering teacher development; and helping their teachers solve problems together more effectively. However, the result of the present study has revealed that enabling others to act was not effectively used in secondary schools in Fafan Zone.

4.4.5. Principals on encouraging the heart

Encouraging the heart refers, according Kouzes and Posner (2007), to genuine acts of caring to uplift the spirits of people on the team by recognizing contributions (i.e., showing appreciation for individual excellence) and celebrating values and victories through creating a spirit of community. The sampled teachers were also asked to rate the extent to which their principals were engaged on encouraging the heart using a 5-point Likert scale that was labeled as: 1 = very low, 2 = low, 3 = medium, 4 = high, 5 = very high. The findings obtained from the teachers were summarized in Table 11 as shown below.

Table 11: Teachers responses on encouraging the heart

№	Items	1		2		3		4		5		Total		M	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
5.	Praises people for a job well done.	23	12.9%	31	17.4%	101	56.8%	12	6.7%	11	6.2%	178	100%	2.76	0.97
10.	Makes it a point to let people know about his/her confidence in their abilities.	31	17.4%	39	21.9%	94	52.8%	13	7.3%	1	0.6%	178	100%	2.52	0.88
15.	Makes sure that people are creatively rewarded for their contributions to the success of our projects.	40	22.5%	80	44.9%	42	23.6%	13	7.3%	3	1.7%	178	100%	2.21	0.93
20.	Publicly recognizes people who exemplify commitment to shared values.	29	16.3%	37	20.8%	99	55.6%	12	6.7%	1	0.6%	178	100%	2.54	0.86
25.	Finds ways to celebrate accomplishments.	32	18.0%	48	27.0%	92	51.6%	4	2.3%	2	1.1%	178	100%	2.42	0.85
30.	Gives the members of the team lots of appreciation and support for their contributions.	27	15.2%	42	23.6%	103	57.8%	5	2.8%	1	0.6%	178	100%	2.50	0.80
	Encouraging the heart	182	17.0%	277	26.0%	531	49.7%	59	5.5%	19	1.8%	1068	100%	2.50	0.90

Key: *f* = Frequency, %=Percentage, 1 = very low (VL), 2 = low (L), 3 = medium (Md), 4 = high (H), 5 = very high (VH), M = mean, SD = Standard Deviation

As shown in item 5 of Table 11, the majority 101 (56.8%) of the teachers revealed that the principals praise people for a job well done at a medium level and the remaining 54 (30.3%) and 23 (12.9%) of the teachers revealed that the principals praise people for a job well done at low and high levels respectively. This implies that the principals indeed praise people for doing their job well. In connection to this finding, according to Marzano et al. (2005), principals demonstrate the responsibility of contingent rewards when they single out and praise a teacher who has well done what is valued in their school.

As regards to item 10 of Table 11, the majority 94 (52.8%) of the teachers reported that the principals make it a point to let people know about their confidence in the people's abilities at a medium level while the remaining 70 (39.3%) and 14 (7.9%) of the teachers reported that the principals make it a point to let people know about their confidence in the people's abilities at low and high levels respectively. From this finding, it is possible to conclude that the principals had let the people to know their faith in the abilities of their staff. In support to this finding, Kouzes and Posner (2007) stated that expecting the best and personalizing recognition for a team shows the leader believes in the abilities of his team, which increases the likelihood of a higher performing group.

Concerning item 15 of Table 11, 120 (67.4%) of the teachers responded that the principals make sure that people are creatively rewarded for their contributions to the success of their projects at low level while the remaining 42 (23.6%) and 16 (9.0%) of the teachers responded that the principals make sure that people are creatively rewarded for their contributions to the success of their projects at medium and high levels respectively. This result indicates that the principal did little to make sure that people, who accomplished and contributed substantial thing to the success of their project, were creatively rewarded. Nevertheless, in the opposite Marzano et al. (2005) asserted that the principal must be proactive in recognizing the varying abilities of staff members and use hard work and results as the basis for rewards and recognition or use performance versus seniority as a primary criterion for rewards and recognition.

As to item 20 of Table 11, the majority 99 (55.6%) of the teachers replied that the principals publicly recognizes people who exemplify commitment to shared values at a medium level while the remaining 66 (37.1%) and 13 (7.3%) of the teachers replied that the principals publicly recognizes people who exemplify commitment to shared values at low and high levels respectively. This finding shows that the principals almost publicly portray and recognize their staff who did something incredibly useful or important to exemplify commitment to shared values. In agreement with this finding, according to Marzano et al. (2005), principals should recognize and celebrates school accomplishments—and acknowledges failures; it involves a balanced and honest accounting of a school's successes and failures.

With regard to item 25 of Table 11, 92 (51.6%) of the teachers indicated that the principals find ways to celebrate accomplishments at a medium level while the remaining 80 (45.0%) and 6 (3.4%) of the teachers indicated that the principals find ways to celebrate accomplishments at low and high levels respectively. This means that the principals celebrated accomplishments of their schools. Thus, in support to this finding, according to Marzano et al, (2005), it is the responsibility of the principal to systematically and fairly recognizing and celebrating the accomplishments of students and teachers, and systematically and fairly recognizing the failure of the school as a whole; thus, accountability should encompass consequences, both positive and negative, that are based on results.

As to item 30 of Table 11, the majority 103 (57.8%) of the teachers stated that the principals give the members of a team lots of appreciation and support for their contributions at a medium level while the remaining 69 (38.8%) and 6 (3.4%) of the teachers agreed that the principals give the members lots of appreciation and support for their contributions at low and high levels respectively. This finding shows that the principals offered lots of appreciation and support to uplift the spirit of members of the team by recognizing their contributions. In line with finding, according to Kouzes and Posner (2007), showcasing team members' efforts in a public setting reminds people why they are a part of the organization, and regularly celebrating accomplishments shows you value their dedication to the task.

Finally, encouraging the heart, the principal transformational leadership practice consisting of all the above six items (i.e., items 5, 10, 15, 20, 25 and 30) of this study was rated at a medium level by the majority (49.7%) of the teachers while the remaining (43.0%) and (7.3%) of the teachers rated it at low and high level respectively (see Table 11).

The interviewees' responses of the seven sampled secondary schools revealed that occasionally in their staff meeting, the principals praise example of teachers working or showing extra effort to help low-achieving students and girls. Moreover, at the end of every academic calendar sampled secondary schools celebrate their accomplishment by inviting officials from their woreda, parents, stakeholders, the community, etc. Then, the students raking first up to third from their classes in academic achievement, some teachers

for their creativity, hard work and contribution and some community members and stakeholders for their donation are rewarded.

The findings of the document analysis showed that documented lists of students, teachers and others that were rewarded for the academic achievement, hard work, contribution and donation. The minutes of staff meetings chaired by the principals also showed praise of individual teachers by name for their extra effort to help low-achieving students and girls.

Encouraging the heart, which was the fifth principal transformational leadership practice, was rated at a medium level (average) by the sampled teachers, when asked to rate the extent their principals were engaged. Overall, the findings of quantitative analysis, interview responses, and document analysis all showed that encouraging the heart was moderately used in the sampled secondary schools in Fafan Zone. Supporting this finding, according to Kouzes and Posner (2003), encouraging the heart is how leaders visibly and behaviorally link rewards with performance with authenticity and from the heart and behavior with cherished values to build a strong sense of collective identity and community spirit that can carry a group through turbulent and difficult times. Using encouraging the heart, which encompassed “supporting” and “recognizing and rewarding” and according to Leithwood et al. (2006), communicating the leaders’ respect for their colleagues and concerns about their personal feelings and needs (emotional understanding, and support), and the use of delegation to provide opportunities for each staff to self-actualize and to attain higher standards of moral development is needed to raise them to more mature levels. Therefore, the finding indicated that encouraging the heart was used moderately in secondary schools in Fafan Zone.

4.5. The Major Areas that Needed to Be Improved

The findings of the field observation and document analysis of the major areas that need to be improved of the present study are summarized and presented as follows:

First, almost in all sampled secondary schools, the *school infrastructural facilities* such as potable water, separate toilets for girl students, volleyball and basketball courts, and suitable football pitch were non-existent. In most of the schools, there was an acute

classroom shortage; as a result, the schools were characterized with overcrowded classrooms. Bright and airy classrooms were very rare to encounter. Regarding the *learning facilities* like laboratories, if they ever exist in any school, they exist merely by name—their chemicals were expired long time ago, their lab equipments were either broken or very old (outdated) to be used, and altogether they were not even in a good shape to provide any kind of service. Similarly, a few schools had libraries, even these were stocked with very small number reference books. Braille, Sign language material, etc., were simply unknown in all sampled secondary schools without exception. Lastly, even though most of the school had electric power supplies from the main grid line, their plasmas were not functional. Moreover, the finding of document analysis also revealed that most of the schools were demanding budget for construction of facilities, for expansion of classrooms or for purchasing necessary materials: laboratory chemical and equipments, reference books, etc, from REB or WEO. According to Cotton, principals of high-achieving schools are skillful at finding and providing resources—financial, human, time, materials, and facilities—for all kinds of instruction-related needs (Cotton, 2003). These facilities and material resources apart from their role in developing the cognitive, psychomotor and affective abilities of students (UBE, 2004), such resources are to a school what food is to the body; therefore, ensuring that teachers have the necessary materials and equipment is critical to the success of a school (Marzano et al., 2005). Moreover, the education and training policy of the Federal Democratic Republic of Ethiopia states that inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided (TGE, 1994).

Secondly, in addition to the absence, shortage or poor conditions of *school infrastructural facilities* (such as potable water, electric power supplies, separate toilets for girl students, etc), *classroom facilities* (like bright and airy classrooms, functional plasmas) and *learning facilities* (e.g., laboratories with their equipments and chemicals, libraries with reference books, Braille, materials for sign language, etc), educational guidance and counseling services led by qualified professional counselors were completely missing from all the sampled secondary schools. Even though, all these school facilities, basic school amenities and necessary materials contribute to the good performance of the students, students' educational guidance and counseling services in secondary schools are panacea to the prevailing problems bedeviling the improvement of student academic achievement, such as social maladjustment, the dangers associated with drug abuse, etc. (UBE, 2004).

The educational guidance and counseling service pivots on two major services: *educational guidance* and *educational counseling*. **Educational guidance** simply means to direct and assist an individual student to achieve a specific objective or attain a particular goal; (e.g., improve his/her academic achievement); whereas **educational counseling** is more personal interactions between the students and the professional counselors that involves one-to-one or one-to-group relationship in resolving students' problems; e.g., resolving students' low academic performance (UBE, 2004).

Consequently, students' Educational Guidance and Counseling service comprises of two main components: (a) **Information guidance**, which includes creating awareness of the instructions available for the students to attend (in their current secondary schools as well as in tertiary education); the subjects offered in such tertiary education; the entry requirements; financial requirements, if any; the environment of such institutions; the type of opportunities the education from such tertiary education lead the student to; the problems of such training and opportunities; the co-curriculum activities in such institutions. (b) **Academic counseling**, which includes getting acquainted with learning process; budgeting time effectively; determining ones time of study; reading under ideal conditions; avoiding excessive anxieties at examination time (UBE, 2004). Therefore, for secondary schools to be successful, students' educational guidance and counseling services are very relevant and essential. However, this essential service, educational guidance and counseling service led by qualified professional counselor, was altogether missing from all the sampled secondary schools

Thirdly, few professional leadership development trainings were provided to most school leaders (the principals, the vice principals and the PTA members) and the teaching staff of the sampled secondary schools, which was very crucial for gearing all school community efforts and school resources towards overall school success and student academic performance improvement in particular. The dynamic change in the external environment of schools and the many new challenges facing school principals suggest that success as a school leader in the twenty-first century will require a higher level of skill and some new competencies as well (Yukl, 2010). School management problems that were observed in the findings of the interview, document analyses, and field observation in most of the sampled secondary schools such as: lack of transparency, absence of teamwork,

nonexistence of a participative planning of school activities, complete absence of teachers' participation in the school decision-making, and lack of effective communications between the school leaders and their academic staff, or/and lack smooth relationships between school leaders and their teachers had their roots at lack of professional development opportunities for the principals or the teaching staff. According to Yukl (2010), success in today's highly competitive marketplace calls for schools to make best use of the talent available to them; to do this, they need to identify, develop, encourage, and promote the most effective principals, teachers, etc., regardless of sex. Ensuring that principals and teachers have the necessary, heavily invested and highly targeted professional development opportunities is crucial for the successful execution of their duties (Elmore, 2000; Marzano et al., 2005). Leadership development programs should provide equal opportunities for people (principals, teachers, etc.) who want to learn relevant skills and gain valuable experience (Yukl, 2010).

Fourthly, the findings of the field observation and the documents analyses revealed that neither *special instructional materials and facilities* (i.e., special classrooms for students with special needs, Braille, Sign language material, materials and equipment for *Skill Training (Self Help)*, and special building facilities for physically impaired students) nor *special instructional methods* (i.e., special curricula for students with special needs) existed in any of the sampled secondary schools. Specialized educators (teachers) trained on the special needs education and capable of handling students with special needs were not assigned to any of these schools. No special training in Braille, Sign language, Skill Training (Self Help) for students with special needs was ever provided in these sampled schools. Thus, the findings of the field observation and the documents analyses had uncovered that all the sampled secondary schools had no plans, programs or activities geared towards the school's role as a surrogate parent in mobilizing both the home and the community at large to support the students with special needs. The students with special needs that schools should have served are those students with learning difficulties as a result of different kinds of handicaps—e.g., visual impairment, hearing impairment, orthopedic impairment, mental retardation, etc. (UBE, 2004). Nevertheless, , the students with special needs were almost completely left out of the school system, although the Education Policy (TGE, 1994) has, as a part of its objective, the provision of free education for every school age children.

Moreover, besides stipulating the rights and duties of citizens, legislation is a means to avoid discrimination and protect the rights of the citizens. Nonetheless, in Ethiopia, legislations to protect the rights of citizens with disabilities are very rare. However, even though there are very few legislations protecting the rights of Ethiopian citizens with disabilities, the Federal Democratic Republic of Ethiopia's constitution enacted 1995, under Article 41(5) states that the state shall within available means allocate resources to physically and mentally disabled citizens ... (FDRE, 1995). Thus, an inclusive or an integrated special needs education for students with special needs is a matter of a constitutional right (not merely on humanitarian ground) that cannot and should not be evaded and needs to be addressed sooner or later.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions and the recommendations forwarded on the basis of findings.

5.1 Summary

The main objective of this study was to assess the effectiveness principal leadership practices in secondary schools in Fafan of Somali Regional State (SRS). To achieve this aim, the following research questions were raised:

1. To what extent modeling the way is effectively implemented by principals in the secondary schools in Fafan Zone?
2. To what extent inspiring a shared vision is effectively implemented by principals in the secondary schools in Fafan Zone?
3. To what extent challenging the process is effectively implemented by principals in the secondary schools in Fafan Zone?
4. To what extent enabling others to act is effectively implemented by principals in the secondary schools in Fafan Zone?
5. To what extent encouraging the heart is effectively implemented by principals in the secondary schools in Fafan Zone?
6. What are the major areas that need to be improved?

To achieve this objective, the sampling techniques used in this study were clustering sampling technique, random sampling technique, available sampling technique and purposive sampling technique. First seven (7) secondary schools (where the study was conducted) were selected out of 25 secondary schools in Fafan Zone of Somali Regional State (SRS) by cluster sampling technique using four preexisting school clusters. Then, 191 sample teachers were selected from the seven sampled secondary schools using random sampling techniques. Additionally, seven principals and seven vice principals were selected by available sampling technique while seven PTA heads were selected using purposive sampling technique from the seven sampled secondary schools. Data were collected through questionnaire (for quantitative data), semi-structured face-to-face

interview and document analysis (for qualitative data). Both the quantitative and qualitative data were collected in a single phase approximately at the same time. The quantitative data were obtained only from 178 sampled teachers (i.e., a return rate of 93.19% of usable responses) through Leadership Practice Inventory (LPI) questionnaire. Furthermore, the face-to-face interview was conducted with seven principals, seven vice principals and seven PTA heads of the seven sampled secondary schools. The data obtained were analyzed using various statistical tools: frequency, percentages, mean and standard deviation. According to the result of data analysis, the following major findings were identified.

Concerning the first basic research question, modeling the way, the result revealed that the principals of the secondary schools in Fafan Zone did not put much effort in implementing modeling the way, the first principal transformational leadership practice of this study. The overall engagement of the principals made on modeling the way was at low level and below the average 51.4% with weighted mean ($\bar{X}_w = 2.49$) and standard deviation ($SD = 1.23$) also revealing low engagement. Moreover, among all the six activities (items) under modeling the way, one activity was performed at a high level (i.e., high level of performance in spend time and energy making certain that their staff adhere to the principles and standards 65 (36.5%)), another activity was also performed at a medium or moderate level (i.e., moderate level of performance in follow through on the promises and commitments that they make 61 (34.3%)), and the remaining four activities were performed at a low level or below the average (i.e., low level of performance in setting a personal example of what they expect of others 105 (59.0%) with a mean ($m = 2.47$) and standard deviation ($SD = 1.06$) also showing low engagement, low level of performance in ask for feedback on how their actions affect other people's performance 98 (55.1%) with a mean ($m = 2.26$) and standard deviation ($SD = 1.36$) also revealing low engagement, low level of performance in build consensus around a common set of values for running their schools 96 (54.0%) with a mean ($m = 2.21$) and standard deviation ($SD = 1.32$) also indicating low engagement, and low level of performance in being clear about their philosophy of leadership 140 (78.6%) with a mean ($m = 1.82$) and standard deviation ($SD = 1.01$) also showing low engagement). Thus, the principals in the secondary schools of Fafan Zone were not effectively performing modeling the way.

As to the second basic research question, the finding indicated that overall, the principals were engaged on inspiring a shared vision, the second principal transformational leadership practice of the current study, at a low level 73.5% with weighted mean ($\bar{X}_w = 2.07$) and standard deviation ($SD = 0.93$) also showing low performance. Moreover, the principal were engaged on all the six more specific principal leadership behaviors encompassed by inspiring a shared vision at a low level. For example, the result revealed low level of performance in talk about future trends that will influence 118 (65.2%) with a mean ($m = 2.31$) and standard deviation ($SD = 1.27$) also showing low engagement, low level performance in describe a compelling image 109 (61.2%) with a mean ($m = 2.32$) and standard deviation ($SD = 0.92$) also showing low engagement, low level of performance in appeal to others to share an exciting dream 128 (70.8%) with a mean ($m = 2.15$) and standard deviation ($SD = 0.76$) also showing low engagement, low level of performance in paint the “big picture” 138 (77.5%) with a mean ($m = 1.97$) and standard deviation ($SD = 0.87$) also showing low engagement, were some of the activities insufficiently performed by secondary school principals. Therefore the principals in the secondary schools in Fafan Zone did not performed effectively inspiring a shared vision.

Regarding the third basic research question, challenging the process, third principal transformational leadership practice of the present study, was performed at a medium level or a moderate level (at average level) 73.5% with a weighted mean ($\bar{X}_w = 2.64$) and standard deviation ($SD = 1.09$) also showing moderate performance. Among all the six activities it embraces one activity was performed at high level, (i.e., high level performance in seek out challenging opportunities that tests their own skills and abilities 93 (52.2%)); while three activities were also performed at moderate level, (i.e., medium level of performance in challenge people to try out new and innovative ways to do their work 101 (56.7%), medium level of performance in search outside the formal boundaries of their schools for innovative ways 93 (52.2%) and medium level of performance in make certain that they set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work 106 (59.6%)). But the remaining two activities were performed at low level (i.e., low level of performance in ask “what can we learn?” when things don’t go as expected 104 (58.5%) and low level of performance in experiment and take risks, even when there is a chance of failure 116 (65.1%)). Even though two activities were performed at low level or below average, however, overall,

challenging the process was performed moderately by the principals in the secondary schools in Fafan Zone.

Regarding the fourth basic research question, the overall performance of the principals on enabling others to act, the fourth principal transformational leadership practice of the study, was at low level or below the average 66.9% with a weighted mean ($\bar{X}_w = 2.14$) and standard deviation ($SD = 1.00$) also showing low performance. Among all the six activities under this principal leadership practice (enabling others to act) five of them were performed at low level, while the remaining one activity was performed at a medium level (i.e., medium level of performance in treat others with dignity and respect 96 (54.0%) with a mean ($m = 2.53$) and standard deviation ($SD = 0.79$) also showing moderate performance). Thus, the principals in the secondary schools in Fafan Zone did not performed effectively enabling others to act.

As regards to the fifth basic research question, the principals of the secondary schools in Fafan Zone were engaged on encouraging the heart, the fifth principal transformational leadership practice of the present study, at a medium level or a moderate level (at average level) 49.7% with a weighted mean ($\bar{X}_w = 2.50$) and standard deviation ($SD = 0.9$) also indicating moderate performance. Among all the six activities (items) of encouraging the heart only one activity (item) was performed at a low level (i.e., low level of performance in making sure that people are creatively rewarded for their contributions to the success of their projects 120 (67.4%) with a mean ($m = 2.21$) and standard deviation ($SD = 0.93$) also indicating low performance) while all the remaining five activities (items) were performed at a moderate level. Therefore, the principals in the secondary schools of Fafan Zone performed moderately encouraging the heart.

Regarding the sixth basic research question, the major areas that need to be improved, the finding of the present study revealed that the school infrastructural facilities such as water, light, etc, or social and basic amenities such as: classrooms, laboratories, libraries, playgrounds, and facilities for indoor and outdoor games were either absence, or in shortage or in poor conditions. The necessary materials: laboratory chemical and equipments, reference books, etc, were also either missing altogether or totally in unusable conditions, or available in small quantity in the sampled secondary schools.

Furthermore, educational guidance and counseling services led by qualified professional counselors were completely missing from any of the sampled secondary schools. Consequently, very little was done on the students' educational guidance and counseling services in developing the academic potential of the students to improve student academic performance and go a long way to make them self-sustained and useful member of the society.

Moreover, the school's role as a surrogate parent in mobilizing both the home and the community at large to support the students with special needs was simply forgotten or unknown in all sampled secondary schools.

Most of all, as a result of lack of professional educational leadership development or orientation on skills of leadership among the school principals, there was a wide spread of lack of transparency, and absence of teamwork, nonexistence of shared and participative school plans, complete absence of teachers' participation in the school decision-making, and lack of effective communications between the school leaders and their academic staff, and lack smooth relationships between school leaders and their teachers the teaching staff in the sampled schools.

5.2. Conclusion

Based on the major findings, the following conclusions were drawn.

The finding of the current study has revealed that most of the activities of modeling the way were not effectively performed by the principal of the secondary school. Specifically, as the result of the study has revealed, principals were not setting personal example of what they expect of others. Even though, the principals spent their time and energy making certain that their staff adhere to the principals and standards they have agreed on, neither they build consensus around a common set of values for running their schools, nor they were clear about their philosophy of leadership. They did not even bothered about asks for feedback on how their actions affect other people's performance. Moreover, the Principals were investing inadequate time on this core transformational leadership practice that could have influenced student academic achievement. Giving more priority to their day-to-day administrative functions and financial activities over academic issues; they, therefore, were preoccupied with the nonacademic administrative function, i.e., school grant money,

budgeting, public relation, etc., instead of serving as educational leaders of their schools. Hence, they neither had student academic issues as their primary focus, nor did they assume any greater responsibility for improving their students' academic performance. *The principals never had any intention to devote more time and attention to the improvement of student academic performance, because they felt no pressure of accountable for improving their students' academic performance,* Therefore, from the finding, it is possible to conclude that principals in the secondary schools of Fafan Zone were not effectively performing modeling the way.

Regarding inspiring a shared vision, the finding revealed that principals had not adequately performed all activities under this leadership domain. As the finding indicates, the principals were unable to describe a compelling image of what the future of their schools look could be like. Neither they could appeal to others to share an exciting dream of the future by Showing how their long-term interests can be realized by enlisting in a common vision, nor they were able to speak with a genuine conviction about the higher meaning and purpose of our work and Paint the "big picture" of what their teaching staff aspire to accomplish. Therefore, it is possible to conclude that the principals of the secondary schools in Fafan Zone were not able to establish and communicate a school wide shared vision for improving academic performance of all students.

Regarding challenging the process, the result of the study established that the principals of the secondary schools of Fafan zone had fairly performed challenging the process. However, there are some activities under challenging the process that were not effectively performed by principals. For example, neither they experimented and took risks, even when there was a chance of failure and encouraged their staff to take calculated risk, nor they were able to ask "what can we learn?" when things don't go as expected. Thus, it is possible to conclude from the result of this study that the principals in the secondary schools of Fafan Zone had moderately performed challenging the process.

As to enable others to act, the finding revealed that the secondary school principals have not satisfactorily performed most activities under enabling others to act. Even though, according to result of the study, the principals treated others with dignity and respect, neither they developed cooperative relationships among their staff and actively listened to diverse points of view of their staff, nor they gave their staff a great deal of freedom and

choice in deciding how to do their work, nor they supported the decisions that their staff make on their own. Moreover, the principals did not bother much in finding ways to secure and support the professional development of their staff members, particularly their teaching staff. This is so because, the principals, they themselves were nominated among the male teachers to lead their schools without any professional leadership training or prior experience as school leaders. Therefore, it is possible to conclude that the principals of the secondary school in Fafan Zone did not effectively perform enabling others to act.

Regarding encouraging the heart, the findings revealed that, most of the activities under encouraging the heart were fairly performed by the principal. Nevertheless, out of the six activities under encouraging the heart, one activity (i.e., the principals make sure that people are creatively rewarded for their contributions to the success of their projects.) was not effectively performed by the principals. Therefore, since still most of basic activities (five out of six activities) were performed moderately by the principals, it is possible to conclude from the result of the present study that the principals in the secondary schools of Fafan Zone had moderately performed encouraging the heart.

Regarding the major areas that need to be improved, the finding of the study revealed that the school infrastructural facilities (e.g., water, light, etc.), or social and basic amenities (e.g., classrooms, laboratories, libraries, etc.), or the necessary materials (e.g., laboratory chemical and equipments, reference books, etc) were either absence, or in shortage or in poor or unusable conditions.

Furthermore, little has been done on the students' educational guidance and counseling services in the sampled secondary schools. There was totally no students' educational guidance and counseling services in all the sampled secondary schools. Hence, there was a great need in secondary schools for adequately and professionally managed students' educational guidance and counseling services in developing students' academic potential.

Moreover, the principals' preoccupation with the routine administrative activities and sparing no or little time for any academic issues that could have supported the students with special needs coupled with the principals' low level of awareness about inclusive educational system and other issues related to the students with special needs, gave the impression these sampled schools are not prepared to support the students with special

needs soon enough. Thus, the principals were also far removed from their role to guide their schools as a surrogate parent in mobilizing both the home and the community at large to support the students with special needs.

Most of the principals in the sampled secondary school and the teachers were first degree holders, lower than the standards set by the Ministry of Education for secondary schools. Therefore, both issues of gender imbalance and low level of educational qualification currently prevailing in the sampled secondary schools coupled with lack of prior experience on school leadership had resulted in the absence of consistency between current practices of the sampled principals and what is demanded of any school principal to be successful by the past academic literatures on educational leadership practices. Thus, the evolving roles and responsibilities of the principals require relevant professional leadership development training to develop the new skills needed to lead their schools professionally. Without such proper professional leadership development training, it would be hard to expect the principals to handle the any of the barriers that might impede their rapid progress toward improving student academic performance.

5.3 Recommendations

Based on the findings and conclusions the following recommendations are forwarded

- ◆ The finding of the study revealed that, secondary school principals of Fafan Zone did not effectively perform most (three) of the transformational leadership practices. Therefore, it is advisable that the Somali Regional Education Bureau (SREB) should address the challenges of the school principals by seeking professional leadership upgrading their qualification from 1st degree to 2nd degree per the standard set by Ministry of Education (MoE).
- ◆ School principal encourage their teaching staff to participate in major decision making and supporting the decision their teachers make on their own.
- ◆ In order for the principals to devote more time and attention to the academic issues, a system of accountability and/or some kind of mechanism of ramification for the

absence of high academic performance should be put in place by SREB and Woreda Education Offices (WEO).

- ◆ The WEO and the SREB should nominate and assign secondary school principals from among secondary school teachers on the basis of their experience, academic merits and effectiveness in teaching and other co-curricular activities. A mechanism also should be devised to address the gender imbalance prevailing in leadership position.
- ◆ As the review of literature and the findings of the present study suggested there is a need for additional efforts in preparing people to assume leadership position. Thus, both the Ministry of Education (MoE) and the Regional Education Bureau (REB) should increase and enhance the professional development programs of secondary school principals and teachers that they have already started.
- ◆ MoE and REB should capitalize on the capacity of the four nearby universities (Jigjiga University, Dire Dawa University, Haramay University and Qabri Dahar) and two regional teachers developing colleges, and work very closely with them to provide principal professional leadership developing training in order to address the skill and knowledge gap of the secondary school principals.
- ◆ Moreover, the Ministry of Education and the Regional Education Bureau should also organize and provide summer and pre-service/in-service activities that will educate and enhance the capacity of the principals in particular, and the school leadership in general, on the key components of leadership practices that are critical to the improvement of student academic achievement and school effectiveness.
- ◆ Furthermore, the Ministry of Education, the Regional Education Bureau and the Woreda Education Offices should gear all their efforts to make student educational guidance and counseling services realizable in all secondary schools.
- ◆ The Ministry of Education, the Regional Education Bureau and the Woreda Education Offices must emphasize and disseminate the school's role as a surrogate parent in mobilizing both the home and the community at large to support the students with

special needs. MoE, REB and WEO should also organize and provide summer and pre-service/in-service activities that will positively change prevailing principals' and teachers' negative beliefs and indifferent attitudes concerning students with special need

- ◆ Moreover, the Ministry of Education, the Regional Education Bureau and other stakeholders must prepare and provide necessary instructional materials to support the students with special needs and set inclusive educational system at place for the students with special needs.

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7. APPENDIX

7.1 Appendix I

HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education and Behavioral Sciences
Department of Educational Planning and Management

DEMOGRAPHIC SHEET FOR TEACHER.

Be assured that all responses will be strictly confidential and will be used for academic purpose only; and will be totally anonymous. Once the data is collected, all questionnaires will be destroyed and only group summary data will be reported. No individual employee will be identified in the research study. Anonymity is guaranteed to the teachers who participate in this study.

PART I.

I. Background Information

1. Name of School: _____
2. Gender: i. Male _____ ii. Female _____ Age: _____
3. Years as teacher (experience): _____ Years at this school: _____
4. Highest degree earned:
 - i.) Diploma: _____
 - ii.) Bachelor (BA/BSc.): _____
 - iii.) Master of Art (MA) _____
 - iv.) Doctor of philosophy (Ph. D): _____
 - v.) other _____
5. Subject taught:
 1. Math or Science: _____
 2. Somali/Amharic or English: _____
 3. Civic and Ethical Education: _____
 4. Hisotry or Geography: _____
 5. Other: _____
6. The year earned the highest degree? _____ (year degree conferred)

PART II.

Leadership Practice Inventory (LPI): Observer-rater

Directions

Please indicate the extent to which your school principal typically engages in the following behaviors that are described by each of the following statement as objectively as you can by circling a number from **1** to **5**, which is provided in the space to each statement under the subtitle '*Rating*'...

Please Use the following rating scale

1 = *Very Low* 2 = *Low* 3 = *Medium* 4 = *High* 5 = *Very High*

No	Items	Rating				
1	He sets a personal example of what he/she expects of others.....	1	2	3	4	5
2	He talks about future trends that will influence how our work gets done.	1	2	3	4	5
3	He seeks out challenging opportunities that tests his/her own skills and abilities.	1	2	3	4	5
4	He develops cooperative relationships among the people he/she works with	1	2	3	4	5
5	He praises people for a job well done.	1	2	3	4	5
6	He spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on.	1	2	3	4	5
7	He describes a compelling image of what our future could be like.	1	2	3	4	5
8	He challenges people to try out new and innovative ways to do their work.....	1	2	3	4	5
9	He actively listens to diverse points of view.	1	2	3	4	5
10	He makes it a point to let people know about his/her confidence in their abilities.	1	2	3	4	5
11	He follows through on the promises and commitments that he/she makes.....	1	2	3	4	5
12	He appeals to others to share an exciting dream of the future.....	1	2	3	4	5
13	He searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.....	1	2	3	4	5

No	Items	Rating				
14	He treats others with dignity and respect.....	1	2	3	4	5
15	He makes sure that people are creatively rewarded for their contributions to the success of our projects.....	1	2	3	4	5
16	He asks for feedback on how his/her actions affect other people's performance...	1	2	3	4	5
17	He shows others how their long-term interests can be realized by enlisting in a common vision.....	1	2	3	4	5
18	He asks "what can we learn?" when things don't go as expected.....	1	2	3	4	5
19	He supports the decisions that people make on their own.....	1	2	3	4	5
20	He publicly recognizes people who exemplify commitment to shared values.....	1	2	3	4	5
21	He builds consensus around a common set of values for running our organization	1	2	3	4	5
22	He paints the "big picture" of what we aspire to accomplish.....	1	2	3	4	5
23	He makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	1	2	3	4	5
24	He gives people a great deal of freedom and choice in deciding how to do their work... ..	1	2	3	4	5
25	He finds ways to celebrate accomplishments.....	1	2	3	4	5
26	He is clear about his/her philosophy of leadership?	1	2	3	4	5
27	He speaks with a genuine conviction about the higher meaning and purpose of our work.....	1	2	3	4	5
28	He experiments and take risks, even when there is a chance of failure.....	1	2	3	4	5
29	He ensures that people grow in their jobs by learning new skills and developing themselves.....	1	2	3	4	5
30	He gives the teacher leaders of the team lots of appreciation and support for their contributions.....	1	2	3	4	5

===== *Thank you for your cooperation!!* =====

7.2 Appendix II

HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education and Behavioral Sciences
Department of Educational Planning and Management

DEMOGRAPHIC SHEET FOR PRINCIPALS

Be assured that all responses will be strictly confidential and will be used for academic purpose only; and will be totally anonymous. Once the data is collected, all questionnaires will be destroyed and only group summary data will be reported. No individual participant will be identified in the research study. Confidentiality is guaranteed to all study participants.

PART I.

I. Background Information

1. Name of School: _____
2. Gender: i. Male _____ ii. Female _____ Age: _____
3. Years as teacher: _____ Years as School Administrator: _____
4. Years as assistant principal: _____ Years as principal (experience): _____
5. Years as principal in this school: _____
6. Highest degree earned:
 - i.) Diploma: _____
 - ii.) Bachelor (BA/BSc.): _____
 - iii.) Master of Art (MA) _____
 - iv.) Doctor of philosophy (Ph. D): _____
 - v.) other _____
7. The year earned the highest degree? _____ (year degree conferred)

PART II.

Leadership Practice Inventory (LPI): Self-rater

Directions

To what extent do you as a principal typically engage in the following behaviors? Choose the response number that best reflects your perception of how frequently each statement fits you and circle your response number by selecting a number from **1** to **5**, which is provided in the space to the right of each statement under the subtitle "**Rating**".

Please use the following rating scale

1 = *Very Low* 2 = *Low* 3 = *Medium* 4 = *High* 5 = *Very High*

No	Items	Rating				
1	I set a personal example of what I expect of others.	1	2	3	4	5
2	I talk about future trends that will influence how our work gets done.	1	2	3	4	5
3	I seek out challenging opportunities that test my own skills and abilities.	1	2	3	4	5
4	I develop cooperative relationships among the people I work with.	1	2	3	4	5
5	I praise people for a job well done.	1	2	3	4	5
6	I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on.	1	2	3	4	5
7	I describe a compelling image of what our future could be like.	1	2	3	4	5
8	I challenge people to try out new and innovative ways to do their work.	1	2	3	4	5
9	I actively listen to diverse points of view.	1	2	3	4	5
10	I make it a point to let people know about my confidence in their abilities.	1	2	3	4	5
11	I follow through on the promises and commitments that I make.	1	2	3	4	5
12	I appeal to others to share an exciting dream of the future.	1	2	3	4	5

No	Items	Rating				
13	I search outside the formal boundaries of my organization for innovative ways to improve what we do.	1	2	3	4	5
14	I treat others with dignity and respect.	1	2	3	4	5
15	I make sure that people are creatively rewarded for their contributions to the success of our projects.	1	2	3	4	5
16	I ask for feedback on how my actions affect other people's performance.	1	2	3	4	5
17	I show others how their long-term interests can be realized by enlisting in a common vision.	1	2	3	4	5
18	I ask "What can we learn?" when things do not go as expected.	1	2	3	4	5
19	I support the decisions that people make on their own.	1	2	3	4	5
20	I publicly recognize people who exemplify commitment to shared values.	1	2	3	4	5
22	I paint the "big picture" of what we aspire to accomplish.	1	2	3	4	5
23	I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	1	2	3	4	5
24	I give people a great deal of freedom and choice in deciding how to do their work	1	2	3	4	5
25	I find ways to celebrate accomplishments.	1	2	3	4	5
26	I am clear about my philosophy of leadership.	1	2	3	4	5
27	I speak with genuine conviction about the higher meaning and purpose of our work.	1	2	3	4	5
28	I experiment and take risks, even when there is a chance of failure.	1	2	3	4	5
29	I ensure that people grow in their jobs by learning new skills and developing themselves.	1	2	3	4	5
30	I give the members of the team lots of appreciation and support for their contributions.	1	2	3	4	5

===== *Thank you for your cooperation!!* =====

7.3 Appendix III

HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education and Behavioral Sciences
Department of Educational Planning and Management

Interview Questions Prepared for Principals, Vice Principals, and PTA member

This interview questions are prepared for principals, vice principals and PTA member of the seven selected secondary schools (Awbarre, Babile, Gursum, Jiggiga, Kabribayah, Lafa Isse, and Tuli Guled) of Fafan Zone. The purpose of this interview is to gather primary data about the major areas that need to be improved concerning the impact of principal leadership practices on student academic achievement from principals, vice principals, and a PTA member of selected secondary schools. For the interview, the researcher will first send a letter, requesting to brief the participants on the purpose of the interview, and some possible interview questions indicating the areas on which the researcher needs information. This will be done a week before the interview schedule. For the agreed upon schedule, the researcher will make everything ready (i.e., prepared every question on a single papers for easy note taking, etc.)

The interview questions are listed below.

A.) For principals

Part-I Background information of Principals

1. Name of School: _____
2. Gender: i. Male _____ ii. Female _____ Age: _____
3. Years as teacher: _____ Years as School Administrator: _____
4. Years as assistant principal: _____ Years as principal (experience): _____
5. Years as principal in this school: _____
6. Highest degree earned: _____

- i.) Diploma: _____ ii.) Bachelor (BA/BSc.): _____
iii.) Master of Art (MA) _____ iv.) Doctor of philosophy (Ph. D): _____
v.) other _____

7. The year earned the highest degree? _____ (year degree conferred)

Part-II The Interview Question for Principals

- 1) How do you describe the status of student academic achievement, as measured by the Grade 10 National Examination (Ethiopian General Secondary Education Certificate Examination, EGSECE) in your school for the last three (i.e., 2014/2015, 2015/2016, and 2016/2017) academic years?
- 2) What do you think are the major causes for low academic achievement by most of the students in your school?
- 3) What larger ramifications, if any, exist from the absence of high academic achievement by the majority of the students in your school?
- 4) What measures are taken so far to overcome these problems of low student academic achievement?
 - By you, as school principal
 - By the school PTA to assist you
 - By the teachers to assist you
 - By the school community or any other concerned body to assist you
- 5) What strategies do you recommend to improve student academic achievement in your school?
- 6) What professional development have you, as principal, participated in that assisted you in addressing student achievement issues?
- 7) How has this professional development influenced you as principal?
- 8) Finally, is there anything that I did not ask you that you would like to share concerning the improvement of student academic achievement in your school?

B.) For vice principals

Part-I Background information of vice principals

1. Name of School: _____
2. Gender: i. Male _____ ii. Female _____ Age: _____
3. Years as teacher: _____ 4. Years as School Administrator: _____
5. Years as vice principal: _____ 6. Years as vice principal in this school: _____
7. Highest degree earned:
 - i.) Diploma: _____
 - ii.) Bachelor (BA/BSc.): _____
 - iii.) Master of Art (MA) _____
 - iv.) Doctor of philosophy (Ph. D): _____
 - v.) other _____
7. The year earned the highest degree? _____ (year degree conferred)

Part-II. The Interview Question for Vice principal

- 1) How do you describe the status of student academic achievement, as measured by Grade 10 National Examination (i.e., Ethiopian General Secondary Education Certificate Examination, EGSECE) in your school for the last three (i.e., 2014/2015, 2015/2016, and 2016/2017) academic years?
- 2) What do you think are the major causes for low academic achievement by most of the students in your school?
- 3) What larger ramifications, if any, exist from the absence of high academic achievement by majority of the students in your school?
- 4) What measures are taken so far to overcome these problems of low student academic achievement in your school?
 - By the school principal
 - By the school PTA to assist the principal
 - By the teachers to assist the principal
 - By the school community or any other concerned body to assist the principal
- 5) What strategies do you recommend to improve student academic achievement in your school?

- 6) What professional development has your school principal participated in that assisted him/her in addressing student achievement issues?
- 7) How has this professional development influenced your school principal?
- 8) Finally, is there anything that I did not ask you that you would like to share concerning the improvement of student academic achievement in your school?

C.) For PTA members

Part-I Background information of PTA members

1. Name of School: _____
2. Gender: i. Male _____ ii. Female _____ Age: _____
3. Occupation: _____ 4. Years of service (experience): _____
5. Years as PTA in this school: _____ 6. Current position in PTA: _____
7. Level of Education: _____

Part-II. The Interview Question for PTA

- 1) How do you describe the status of student academic achievement, as measured by the Grade 10 National Examination (Ethiopian General Secondary Education Certificate Examination, EGSECE) in your school for the last three (i.e., 2014/2015, 2015/2016, and 2016/2017) academic years?
- 2) What do you think are the major causes for low academic achievement by most of the students in your school?
- 3) What larger ramifications, if any, exist from the absence of high academic achievement by the majority of the students in your school?
- 4) What measures are taken so far to overcome these problems of low student academic achievement?
 - By the school principal
 - By the school PTA to assist the principal
 - By the teachers to assist the principal
 - By the school community or any other concerned body to assist the principal
- 5) What strategies do you recommend to improve student academic achievement in your school?

- 6) What professional development has the principal participated in that assisted him/her in addressing student achievement issues?
- 7) How has this professional development influenced the principal?
- 8) Finally, is there anything that I did not ask you that you would like to share concerning the improvement of student academic achievement in your school?

7.4 Appendix IV:

Observation Checklist for Availability and status of School Facilities

No.	Item/Facilities	Availability and Status of School Facilities				
		Available		Condition		Not available
		Adequate	Inadequate	Good	Poor	
1	School Infrastructural Facilities					
	School fence					
	Classrooms					
	Potable (clean drinkable) water supply					
	Electric power supply					
	Separate toilets for girls					
	Play ground (enough school compound space)					
	Facilities for outdoor games (e.g. football pitch, volleyball court, etc.)					
2	Classroom Facilities					
	Bright and Airy Classroom					
	Student desk					
	Teachers' tables and chair					
	Blackboard					
	Chalk					
	Duster					
	Functional Plasma Screen					
3	Learning Facilities					
	Laboratory rooms					
	Laboratory equipments					
	Chemicals					
	Library rooms					
	Reference books					
	ICT Room with Computers					
	Internet Access					
	Student textbooks					
	Teacher guides					
	Teaching material for students with special needs					
	special classrooms for students with special needs					
	<i>Braille</i>					
	<i>Sign language</i> material					
	materials and equipment for <i>Skill Training (Self Help)</i>					

No.	Item/Facilities	Availability and Status of School Facilities				
		Available		Condition		Not available
		Adequate	Inadequate	Good	Poor	
	special building facilities for physically impaired students					
4	Social and Basic Amenities					
	Health centers (clinic)					
	Students' counseling and guidance services					
	Services for students with special needs					
	Students' mass media services					