

**TEACHERS' PERCEPTION OF SCHOOL LEADERSHIP EFFECTIVENESS IN
SECONDARY AND PREPARATORY SCHOOLS OF GURAGE ZONE**

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**TEACHERS' PERCEPTIONS OF SCHOOL LEADERSHIP EFFECTIVENESS
IN SECONDARY AND PREPARATORY SCHOOLS OF GURAGE ZONE**

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Master of Arts in School Leadership**

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By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical principles of research in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that are included in the thesis have been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in South Regional State, Gurage Zone, Cheha Woreda, Wurerber kebele, on September 1, 1987. He attended his primary education at Entbarye primary school. Junior and Senior Secondary school in Gubrea. After completion of the Ethiopian School Leaving Certificate Examination, he joined Hossana Teachers College and graduated with Diploma on June 27, 2006. After his graduation, he was employed at EntbaryeElementary School in ChehaDistrict as a teacher. The author continued to upgrade his professional qualification and received his first Degree in Educational Planning and management from Jimma University on January 18, 2013. Finally, he joined the Postgraduate Program Directorates at Haramaya University in June 2015, to pursue his MA study in school Leadership.

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ACRONYMS AND ABBREVIATIONS

ESDP Education Sector Development Program

FGD Focus Group Discussion

MoE Ministry of Education

QEFA Quality Education for All

REB Regional Education Bureau

SCL School Leadership

SIP School Improvement Program

WEO Woreda Education Office

ZEO Zonal Education Office

ZED Zonal Education Department

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Teachers' Perception of School Leaders' Leadership Effectiveness in Secondary Schools of Gurage Zone

Mamo Zerga

ABSTRACT

The purpose of this study was to investigate the teachers' perception of school leaders' leadership effectiveness in secondary schools of Gurage Zone. Basic questions were raised regarding the school leaders' leadership effectiveness, the teachers' perception, and factors affecting the schools leaders' leadership effectiveness. The study employed the descriptive survey design under which both mixed research methods were used. Out of 20 secondary and preparatory schools, 6 (30%) secondary and preparatory schools were selected through simple random sampling technique. Out of 360 teachers 108 (30%) of teachers and out of 30 principals, 30 (100%) principals were included in the study by using simple random sampling and available sampling techniques respectively. Data for the study were collected through questionnaire, Interview, and focus group discussions. Accordingly, data was collected on the independent variable, which was leadership effectiveness, and that of the dependent variable, the teachers' perception. The relationship between the two variables was identified in order to determine the strength of their relationship and the coefficients of determination existing between them have been identified. The data collected were analyzed by SPSS to compute mean value, standard deviations and the t-test. The findings of this study revealed that the leadership effectiveness was the most commonly among principals of secondary schools in the zone and had a positive influence on teachers' perception. Thus, leadership effectiveness had great positive influence on teachers' perception, students' academic achievement and school performance. On the other hand, school leaders' effectiveness to discharge their duty to lead teachers and uphold responsibility to perform school activities in order to achieve the intended school goals was minimal in the school improvement program. Especially school leaders' lack of skill in redefining their responsibilities and distributing school leadership tasks among teachers, woreda and zonal education office low provision of stable expertise support for school leaders were prominent factors. Moreover, school leaders in collaboration with stakeholders should provide motivators such as praises, consultations, encouragements or active support, trust and respect by acknowledging particular effort in order to raise positive perception of teachers and school improvement as well. The findings of this study give recommendations for better stand to: the REB, WEO, ZED in collaboration with MoE, are advised to organize professional trainings, seminars and workshops for school leaders on how to use the leadership effectiveness effectively in their schools- based principles.

1. INTRODUCTION

This chapter deals with the background, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitations of the study, limitations of the study, operational definition of the key terms, and organization of the study.

1.1. Background of the Study

In their efforts to improve education quality and effectiveness, policymakers, inspired by a range of researches, have emphasized the dynamics of teaching and learning, as well as the role of instructional materials. Better and more efficient learning outcomes can be achieved by optimizing the levels of inputs in the educational process. The 2006 Global Monitoring Report noted, among the main educational inputs, learning time, the core subject (literacy), pedagogy (structured teaching), the language of instruction, learning materials, facilities and leadership. While most of these factors are well-known determinants of learning quality, the leadership role of school principals requires further attention (Bush and Alover, 2013), especially in the developing world.

Evidence from a number of reform initiatives undertaken in countries belonging to the Organisation for Economic Co-operation and Development suggests that effective school leadership is essential to improve the efficiency, equity and quality of education, particularly when schools are granted autonomy and principals receive appropriate support to make important decisions (Pont et al., 2008). It also demonstrates that successful school leaders can improve teaching and learning indirectly and most powerfully through their support and influence on staff motivation, commitment and working conditions (Leithwood et al., 2008).

Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives. It is a way of influencing people to get things done to a standard and quality above their norm and doing it willingly.

Others such as, Biddle and Saha, (2006) leadership as “the ability to influence others to pursue the goals the leader thinks are important and desirable”.

Leadership also involves many specific activities such as creating a vision which motivates followers to action. According to MoE (2004), leadership is “the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals” and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group. Terry and Franklin (2005), mention that a leader influences subordinates based on one or more of five source of power; coercive, reward, legitimate, expert and referent. Whereas the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leader.

Leaders should have the ability and perspective to clearly define the goals and objectives of the school, need effective leadership that promote, celebrate and enhance the importance of teaching and learning that contributes directly to school instructional improvements. They also should have knowledge and skill for effective communication so that they can communicate the interests, attitudes, and values of teachers, working with them formally and informally and motivate them accordingly (Hopkins, 2005).

According to (Gary, 2006), leadership effectiveness is measured in terms of consequences of the leaders’ action for the followers and other organization stakeholders. Many different types of outcomes have been due to the performance and growth of the leaders, groups or organization, its preparedness including to deal with challenges or crises, followers satisfaction with the leader, follower commitment to the grouped objectives, the psychological well-being and leaders advancement to higher position of authority in the organization.

Perceptions are fundamental to our forming opinion about ourselves, others and reality which involves the interaction of the outer world with our inner world. For instance,

negative attitudes towards others in work place influence both self-perceptions and the perception of others (Manas, 2013). Similarly, the effective educational leader is one who has the ability to develop a school's capacity to enhance student learning through the motivation of teachers, (staff and students Daley et al., 2006). Therefore, it may be claimed that student academic achievement is effected by the teacher's perception of school leadership.

The success of any school is critically linked to the leadership of the school. Working in partnership with staff, parents, pupils and the community, the principals articulate a vision and give direction to schools, which will lead them to effective educating. The principals' effectiveness could be described of their strong instructional leadership to support the staff in improving instructions for best and high academic achievement of students. The school leaders should work on continuous and regular monitoring of performance and attendance for positive school climate and development (Harris, 2005).

The school principal's role as a leader, administrator and change agent is far reaching. Principals are responsible for helping their schools to develop visions that embody the best thinking about teaching and learning, help the school to become a professional learning community to support the performance of all key workers including teachers and students in highly diverse contexts. Implement forms of teaching and learning that are appropriate and effective for the population they serve, enhance school work performance and using resources efficiently and effectively, control the workers in order to achieve the ultimate goal of the school (MoE, 2007):27-34.

Therefore, to achieve success in the implementation of school improvement program in general and student academic achievement in particular in secondary schools of Gurage Zone, it is very important to carry out a research on teachers' perception towards school leaders' leadership effectiveness. The need for professional and effective leadership at secondary schools for overall success of school development plans is the rational that motivated the researcher to undertake this study.

1.2. Statement of the problem

For hundreds of years, people have perceived leadership as critical to the success of any organization or endeavour in general; but more recently leadership has been determined to be important to the effective functioning of schools in particular. Some researchers and theorists have declared that the best research on school leadership is questionable, while others claimed that research proves that leadership has no effect on student achievement (Marzano, Waters, & McNulty, 2005). For example, Samuels (2011) believed that “highly effective principals and good teachers are mentioned in the same breath as essential ingredients for improving schools” (p. 14), whereas Sergiovanni(2001) argued that merely because there is a principal in the building, leadership is not guaranteed.

Bellamy, Fulmer, Murphy, and Muth (2007) stated, “Principals are expected to overcome barriers to learning, show reliable achievement, and do both in an environment of resource constraints and political conflict about the role of schools” (p. 3). “Principals may have the most complex job in education” (Bellamy et al., 2007, p. 1). Regarding the requirements of the principalship, Davis, Darling-Hammond, LaPointe, and Meyerson (2005) shared the following view:

“More than ever in today’s climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. They are expected to serve the often-conflicting needs and interests of parents, teachers, students, district office officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs”. (p. 5)

Davis et al. (2005) reiterated the extraordinary requirements of the principal ship, concluding that practitioners and scholars agreed that the job requirements are Unreasonable for any one person.

Though principals may view themselves as effective leaders, Gimbel (2003) believed “principals cannot survive if teachers and staff do not believe in their leadership” (p. viii). According to Rooney (2008), principals were often unaware of teachers’ perceptions of their behaviours, and their behaviours sometimes had unintended effects on staff members. Rooney (2008), who at the time her article was published was Co-Director of the Midwest Principals’ Center, offered the following advice to principals:

“Reflect often and deeply about your effectiveness as a principal. View your work through the eyes of those you serve. If those you work with see no congruity between their core values and yours, they will simply wait out your tenure in the building. Teachers stay, but principals move on. . . . Teachers have different perspectives on our effectiveness”. (p. 83) Kouzes and Posner (2006) stated that leaders could gain valuable insight into others’ perceptions through soliciting feedback, but they do not ask for it. They believed the lack of feedback from the follower to the leader was one of the most apparent leadership shortcomings, and one that desperately needs to be overcome.

The role of leadership in school improvement is unquestionable. Principals should also be competent in establishing safe and positive school climate. The main problematic issue of schools nowadays is the inappropriate leadership effectiveness that school leaders practice which affect school improvement and student learning. Moreover, teachers’ perception is also highly influenced by the leadership effectiveness that the school leaders practice over time. That is why School leadership has become a top priority in Ethiopian Education policy (MoE, 1994).

This study tried to examine how school leadership effectiveness, as perceived by teachers, impacted student academic achievement. Leithwood(2005) concluded that among school-related factors that are associated with students' academic achievement, perception of teachers of their leaders' leadership effectiveness is significant. This indicates that the leadership effectiveness that school leaders are practicing has a direct influence on school improvement and student academic achievement as well.

Therefore, leaders have to be selecting the leadership's effectiveness which positively influences their effective practices, role modeling and high expectations to enhance school improvement. A research by Tigistu Awelu, (2012). On the title "Perception of leadership in effectiveness of school improvement program" mainly focuses on the main role of school leaders to address school improvement program and neglects teachers role and contribution. The finding of the study by Sushanta, (2012) also reveals, principals were expected to practice different leadership effectiveness to increase teachers' job performance.

In addition, the findings of the research which was conducted by (AnimutTilahun, 2014) suggest that ability of principals enables them to act and improve school performance is critical for smooth and effective operation of a school. There are no further researches conducted on the perception of teachers of school leaders' leadership effectiveness and its influence on student academic achievement.

However, in Gurage Zone of southern Ethiopia lack of such qualities of school principals is one of the major problems that bring about the collapse of various schools objectives and programs. In this Zone leaders fail to effectively achieve school missions and goals. Indicators of the problem can be seen from inconsistency of student's achievement, failure of extra-curricular activities, and minimum school community participation in school. This study is, therefore, plans to fill this gap and wants to answer the following basic research questions:

1.3. Basic Research Questions

All this exposes the primary agenda which currently an ineffectiveness of school principal in secondary and preparatory schools. This study therefore, plans to fill this gap and wants to answer the following basic research questions:

1. How do teachers' perceive leadership effectiveness in secondary and preparatory schoolsof Gurage Zone?
2. What are the major factors that hinder the effectiveness of school leaders' in secondary and preparatory schoolsof Gurage Zone?
3. How can school leadership effectiveness be improved in secondary and preparatory schools of Gurage Zone?

1.4 Objectives of the Study

1.4.1 General Objective

The overall objective of this study is to assess teachers' perception of school leadership effectiveness in secondary and preparatory schools of Gurage Zone of south western Ethiopia.

1.4.2. Specific Objectives

- ❖ To identify how the teachers perceive leadership effectiveness in secondaryand preparatoryschools of Gurage Zone.
- ❖ To look into the major factors that hinder the effectiveness of school leaders in secondary and preparatory schoolsof Gurage Zone.
- ❖ To suggest possible solutions that might improve school leadership effectiveness in secondaryand preparatory schools of Gurage Zone.

1.5. Significance of the Study

The output of this research would help school principals in many dimensions. The findings of the study would help principals identify common teachers' perception of their effectiveness in school management, improve the identified problems and build team spirit and good working environment in schools. Second, the result of the study might help zone and woreda educational officials to solve existing leadership problems in the secondary schools and build capacity of school leaders. Finally, the outcome of the study may serve as a good input for policy makers to set strategy of school leadership effectiveness. The output of the study would also be the stepping stone for further advanced research for interested individuals in the same thematic area.

1.6. Delimitations of the Study

In Gurage Zone, there are 20 government secondary and preparatory schools. This study focused on teachers' perception of school leadership effectiveness in the zone. Perception of teachers on leadership effectiveness was manifested in all zonal schools. Because of limited time, financial constraints and very scattered nature of schools over zonal geography, collection of data from all schools was very difficult. As such, out of 20 governments secondary and preparatory schools (grade 9-12), the study was conducted in six secondary and preparatory schools. The findings of the study, therefore, can be generalized in the selected secondary and preparatory schools.

1.7. Limitations of the Study

The limitations of this study can be seen from two basic dimensions. First, the novice research knowledge of the researcher could be one limitation of the study. Due to lack of experience the researcher could not analyze the findings in advanced levels. Second, financial limitation and shortage of time hindered field duration while collecting data. Therefore, the researcher confesses that the findings of this research are shallow and it requires further advanced study in the same problem in the study site.

1.8. Operational Definitions of key terms

Effectiveness: -The power or capacity to produce a desired result.

(<http://www.answers.com/effectiveness>)

Leadership: - The art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals.

Leadership effectiveness:-is measured in terms of consequences of the leaders' action for the followers and other organization stakeholders. Effective leadership makes one feel that even the most difficult problems can be tackled productively; effective leaders are optimistic and hopeful, with contagious enthusiasm (Fullan, 2001).

Perception: -awareness or mental image of an individual towards leadership along with his or her judgment.

School leader: -principals and assistant/Vice principals and supervisors of schools.
Secondary and preparatory schools: -First and second cycles secondary school (9-12) according to the current Ethiopian Educational Training Policy.

Teacher:-Those who are professionally qualified with specific educational field of study and assigned to teach in secondary schools.

Teachers' Perception: -the awareness or judgment that teachers develop or feels towards School leaders' leadership effectiveness.

Woreda: -an intermediate administration level between zone and Kebele.

Zone: -an intermediate administration level between Region and Woreda

1.9. Organization of the Study

The study will be organized into five chapters. Chapter one will deal with the background of the study. Chapter two will present the review of related literature; chapter three will point out the research design and methodology. Chapter four will discuss the analysis and interpretation of the data. Finally, chapter five will present the summary, conclusion and recommendation of the study.

2. REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of the related literature. The review focuses on issues like, concept and nature of leadership, perceptions of teachers of school leaders, effective leadership in education, building school capacity through leadership effectiveness, effective instructional leadership, and factors that affect secondary and preparatory school leadership effectiveness.

2.1. Concept and Nature of Leadership

A simple and general definition of leadership includes the capacity to influence, inspire, rally, direct encourage, motivate, induce, move, mobilize, and activate others to pursue a common goal or purpose, the ability to influence a group toward the achievement of goals (Robbins, 2004).

The source of this influence may be formal such as that provided by the possession of managerial rank in an organization. But (Farhbakhsh, 2007) opposes this idea. He said that leadership must be earned, even after appointment to a managerial position. He further points out that leadership is not based on position or status, but on authority and prestige. In similar manner define “leadership as a case of interpersonal influence that gets individuals, or groups of people to do what the leader wants to be done.” This implies that the leader’s focus is on what he/she wants from people. Therefore, a follower input is not encouraged with regard to what is to be done. Similarly, (Dubrin 2007) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. This has to do with inspiration, change and motivation. It can be concluded that the leader’s main job is to build followers confidence in their job so as to be effective in their job.

According to (Yukl, 2006) leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective. This definition of Yukl 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.

According to (Kumar and Mittial.R, 2001) “ leadership is the most crucial concept in the organization and process of influencing, constitutes organizational change, promotes visions, creating, forward-looking, strategic thinker, honest, fair minded, courageous, supportive and knowledgeable works as to attain the organizational goals.

To sum up, the definition of leadership is much diversified and the word has multi meanings. However, most writers have one thing in common that leadership is about influencing a group of people towards desired organizational objectives.

The nature of leadership has been a concern of scholars who specialized in managerial areas. Regarding this, Dean (2005:89) states that the topic of leadership has facilitated people through the ages varies much organization has given a tremendous attention to the study of nature of leadership in and outside their organization. It is because leadership is not only the concern of one or two organizations but also the business of many institutions. Elaborating on this, Hurdy (1995:353) writes that leadership covers the vast area of the various sector of a society. He keeps on saying the assumptions about the nature of leadership dose not only affect particular organization but it affects the whole design of the community system of nations that is political, educational, social and economic. Therefore, since leadership has this vehement and direct impact on the well-being of the society, of organization and of institution, its nature has to be extensively studied.

2.2. Perceptions of Teachers of School Leaders

Some studies revealed that teachers perceived their principals positively (Chang, et al., 2008), moderately (Wahlstrom and Louis, 2008), and negatively (Keiser and Shen, 2000). Several studies reasoned why principals were perceived positively. Chang, et al., (2008) reasoned that strong principals were rated more positively than average and weak; and average principals were rated more positive than weak. Parkinson, (2008)

also forwarded that, one factor most teachers' indicated to positively effect on their job satisfaction was that the principals were "warm and caring".

In some studies, principals were perceived negatively by their teachers. According to Keiser and Shen (2000) teachers had less influence on decision-makings in terms of "school budget, hiring new teachers and evaluating teachers". In addition, also found that "the aspect of instructional behavior was weaker among the head teachers". These scholars argued that principals had problems of implementing their role in the context of leadership decision making especially in the areas of "budget transparency, staff development, and teachers evaluation."

Several studies also found that there were positive relations between principals and teachers. This is due to the relationship between principals and teachers motivation (McGhee and Lew, 2007), principals' leadership styles and teachers' performance (Evans, L. 2001; Matsumura et al., 2009and Moreland, 2009), principals' styles and job satisfaction (Bogler, 2001), and between principals' styles and school learning culture. As stated by the above scholars, teachers' motivation, performance and job satisfactions are the basic issues which establish positive relations between principals and teachers.

2.3. Leadership Effectiveness

Fiedler has developed a contingency model of leadership effectiveness that attempts to explain the fact that both autocratic and democratic leadership can be effective. Fiedler's contingency models say that leadership effectiveness is the result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Drawing on the contingency theory of the Fiedler, leadership effectiveness frame work is based on the notion that no single style is effective in all situation but rather the situation determines the style that will most likely to be effective. Ayalew Sibeshi. (2000) also stresses that different situation require different style and effectiveness of style depends on the situations in which it is used. Therefore, effectiveness is context based because it dependents on the situation in which the leader acts.

According to (Gary, 2006) leadership effectiveness is measured in terms of consequences of the leaders' action for the followers and other organization stakeholders. Many different types of outcomes have been the performance and growth of the leaders, groups or organization, its preparedness including dealing with challenges or crises, follower's satisfaction with the leader, follower commitment to the grouped objectives, the psychological well-being and leaders advancement to higher position of authority in the organization.

Attributes of leadership fall into three categories: mental, physical, and emotional. Effective leaders must be able to bear frustration and pressure. Overall, they must be well adjusted and have the emotional maturity to deal with anything they are required to face. This emotional maturity or stability of qualities indicate the very quality of leader. Effective leaders are at times spirited and crucial and usually enjoy overcoming obstacles. They are confident in their thinking style as well as in their positive attitudes in dealing with others. They dominate others by showing their capability in every respective area. Leaders are very enthusiastic. They are frequently seen as energetic, expressive and active. They are often very hopeful, confident and open to change. They are generally fast and watchful and tend to be not reserved.

Effective leaders are always conquered by a sense of excellence and an inward desire to do one's most excellences. They also have need for order and tend to be very ascetic. Leaders are usually spontaneous risk takers. They are very practical, logical and straight forwards .They often are low in sentimental attachments and comfortable with criticism .Effective leader tell the people the needs to be done and how to perform it without getting their suggestions or ideas to achieve the organizational goals of organization. Ultimately, leader effectiveness is the performance of many individuals that culminates in the performance of the organization or in the achievement of organizational goals (Swets, 1999).

The above ideas imply that, effective leadership is instrumental, in ensuring organizational performance and the most potent contributor to employees'

performance as well as it creates a situation by where employees benefit from their leadership.

In educational institutes, particularly in secondary schools, leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied is consistent with a cultural and interpretive view of the organization. (Birnbaum,1992) contends that a leader who is able to command support constituent has met the need of multiple and conflicting stake holders and has a clime to be considered a good leader and thus effective. Though the leader cannot be effective without the support of his/her superiors and subordinate, it's in his/her own hand that other can be made to contribute. Likewise, Sergiovanni (2001) observes that successful managers must achieve the results valued by the people who have a stake in their organization accomplishments. Thus an effective leader commands the support of his/her superiors and subordinates for boosting employee morale and successful attainment of organization goals.

The educational leader today focuses on instruction, culture, management, strategies, and community with many areas demanding immediate attention. Because student progress is always has been, and will continue to be in the future, the reason school exists, educators must demonstrate leadership that promote the success of all students by managing the learning environment and by collaborating with families and community members. With a shared vision to guide, various cultures to embrace, technology to explore, data to assess, school recognize the value of and promote positive educational environments that are framed with the health variety of research – based educational practices. Without a strong collegial commitment for improvement that operates on affording effective teacher the education leaders trying to promote student success will only be met with disappointment, frustration, and ultimately failures. Thus the above ideas indicate good leaders create a vision, articulate the vision, passionately own the vision and relentlessly drive it to completion.

In reality, principals combine elements of instructional, transformational and distributed leadership in response to the contextual and developmental needs of their school community (Gurr 2015).

In all contexts, **effective leaders focus on:**

- establishing goals and high expectations
- planning, coordinating and evaluating teaching and the curriculum, including systematic use of assessment data to monitor learning and adjust provision
- leading teacher professional development
- ensuring a supportive and orderly environment
- resourcing strategically, and

Developing and maintaining an evaluative mindset for ongoing improvement.

2.3.1. Establishing goals and high expectations

Establishing a clear sense of direction and purpose is repeatedly identified as one of the core practices of effective principals (Hattie 2015; National College for School Leadership 2010).

Having a sense of purpose is not enough, however. To impact on students' (MoE, 1994) outcomes, research indicates that:

- The school's vision should be translated into concrete goals – there is evidence that goals may be particularly important for schools in challenging circumstances, who can use clearly defined goals as a means of developing 'a shared vision and direction for improvement' (Hallinger 2010, p. 130).
- Goals should focus on teaching and learning – clear academic and learning goals are associated with positive impact on students (MoE, 1994) outcomes (Robinson, Lloyd & Rowe 2008). Effective principals 'are "obsessed" with the instructional core of personalizing learning and getting results for every student. Instruction is the priority' (Fullan 2010, p. 14).
- Goals must be shared – leaders impact students' (MoE, 1994) outcomes indirectly, through the work of teachers in classrooms. Clearly communicated and shared goals support teachers' sense of efficacy, a culture of trust, and collective responsibility for

student outcomes (Robinson, Bendikson & Hattie 2011; Bezzina 2007).

- Goals must embody high expectations but focus on a small number of core priorities to avoid innovation overload (Fullan 2010) – in NSW, the newly streamlined school planning process requires that government schools focus on just three strategic priorities for the duration of the three-year planning cycle. Strategic priorities such as: establishing goals and high expectations, planning, coordinating and evaluating teaching and the curriculum and leading teacher professional development.

2.3.2. Planning, coordinating and evaluating teaching and the curriculum

This aspect of effective leadership practice is one of the few areas in which leader can directly impact students' outcomes (compared with the indirect impact, for example, of establishing an orderly environment). Robinson, Lloyd and Rowe (2008) identify four interrelated sub dimensions to this aspect of instructional leadership:

- active involvement in collegial discussions of instructional matters, including how instruction impacts student achievement
- active oversight and coordination of the instructional program (e.g. developing learning progressions across year levels)
- active involvement in classroom observation and feedback to teachers
- ensuring systematic monitoring of student progress at school and classroom levels.

In secondary schools, “the ability of the principal to draw departments and teachers with differing interests together around a common understanding of how to treat students and what they need to learn is a key instructional leadership skill” (Robinson, Bendikson & Hattie 2011 p.136).

2.3.3. Leading teacher professional development

Promoting and participating in teacher learning and development is the dimension of leadership identified in the literature as having the greatest impact on student outcomes. One of the ways in which effective leadership of teacher professional learning impacts student outcomes is by reducing the within-school variation in

teacher effectiveness (National College for School Leadership 2010; Hattie 2015b). Effective leadership of teacher professional development also helps to sustain motivation and commitment among the teaching team, reduce teacher turnover, and support succession planning.

In leading teacher professional learning, effective leaders ensure that:

- All programs in the school are guided by ‘a common and coherent framework of teacher and student learning’ (Sebastian & Allensworth 2012, p. 629).
- Individual teacher development is integrated with the development of the school as a whole (Fullan 2010).
- Professional learning has a strong focus on student outcomes, effective learning progression and building school-wide consistency of quality teaching practice.
- Professional learning reflects the evidence base on effective teaching strategies and modes of professional development.

Overall, effective principals are leading professionals, who are seen by staff as a source of instructional advice (Robinson, Lloyd & Rowe 2008). They lead the school’s development as learning organization in which teacher practice is ‘depravities’ and school members consistently take collective responsibility for student learning (Seashore 2009, pp. 133-134).

2.3.4. Ensuring a supportive and orderly environment

Principals have a critical role to play in creating the conditions for effective teaching and learning. Ensuring positive community relationships is a primary foundation of this, with the development of shared goals one of its key expressions.

Positive community relationships are important in all schools but particularly highlighted in schools serving Aboriginal and Torres Strait Islander communities. Research into successful school leadership in Aboriginal and Torres Strait Islander communities, emphasizes the need for schools to develop and embrace a positive sense of Indigenous identity (Sarra 2010), while promoting high expectations for all their students.

To maximize time spent on learning, school environments need to be orderly. Creating such an environment – which includes supporting attendance and general student wellbeing – can be a productive first focus for schools in challenging environments (National College for School Leadership 2010; Sammons et al. 2011). In orderly environments, conflict (including conflict between staff) is quickly and equitably resolved (Robinson, Lloyd & Rowe 2008). “Treat students and what they need to learn is a key instructional leadership skill” (Robinson, Bendikson & Hattie 2011 p. 136).

2.4. Functions of Effective Instructional Leadership

Instructional leadership is the process by which principals immerse themselves in the actual teaching and learning programs of the school in order to identify the instructional and general problems that teachers and learners may be experiencing at school. In this regard, the principals offer guidance and support to teachers and students so that effective teaching and learning process is achieved (Mcewan, 2001).

The principals as instructional leader have a crucial role to affect the performance of individual teachers and the functioning system of the school as general. According to Mcewan, (2001) principals as instructional leaders play role in giving directions, allocating resources, supporting teachers, create conducive school climate, set high expectations of student achievement and improving school performance in learning outcomes. In the following section we will discuss the main functions of instructional leadership.

2.4.1. Establishing Staff Development

According to Elliott and Capp, (2001) staff development is defined as any experience that expands a teacher's skill, understanding or knowledge. Supported by the school principals, this staff development for teachers must be on going and systematic because there is a possibility of circumstances change, curriculum and standards change and also practice change in government and in society at large. Due to this fact

teachers must continue to learn and remain informed (Lunenburg and Ornestein, 2004).

States that the best way to help staff members is updating them with outdate practices, new skills and functions through school based training and development. The Ministry of Education of Ethiopia asserts that in order to familiarize teachers with new circumstances, findings and new teaching and learning methods, school principals should facilitate school based short term training and experience sharing programs.

Generally, teachers basically seek the leaders' assistance to accomplish the desired teaching learning outcomes. Principals who help teachers to boost up their professional development may increase their performance and the school can easily achieve its goals MoE (2004:91).

2.4.2. Creating Positive School Climate

Freiberg and Stein, (1999) asserts that school climate is the heart and soul of a school. It is the feature of the school that motivates pupils and teachers. In this perspective school climate is the most vital aspect of the school that gives life to it and reveals values that school cherishes.

Cooper, (2003) describes school climate as perception of school community of their working environment with regard to caring and friendliness. In other words, school climate refers to more or less school community's understanding of the amount of kindness and hospitality they receive while they interact with principals.

According to Olwulatoyin, (2006) explains that where there is healthy school climate, teachers are committed to accomplish the intended teaching and learning process. Thus principals with high trust can highly influence the school community to achieve the desired mission and goals of the school (Elliott and Capp, 2000).

2.4.3. Managing Students' Progress and Academic Performance

Students are part and parcel of a school. They are the life blood of a school and therefore the centre of all activities that take place in a school is achieving students' progress in their academic performance. The major standards to measure a good school is through the result obtained by the students' performance. In relation to this, the litmus test for a good school is not its innovations but rather the solid, purposeful and enduring results it tries to obtain for its students. Furthermore, in schools the students' personal records and reports should be kept orderly. One of the practical areas of school management is to keep records of individual student that can adequately reveal their growth and development (in Mcewan, 2003:14). In the same manner Mcewan, (2003) articulates that effective school leaders use test results, grade reports, attendance records and other information to spot out major problems.

The school principals are responsible to disclose the results and performances of students to the parents and community at large. In line with this idea, Mcewan, (2003) has precisely pointed out that effective instructional leaders communicate students' progress to their parents through published documents, parent conferences, narratives and portfolios that give a holistic picture of students' strengths and weaknesses.

The Ministry of Education of Ethiopian context asserts similar ideas. (MoE, 2005:53), it says that school principals have to follow up the students' results by recording properly and report to the concerned bodies. Therefore, school principals can enhance the students' progress by keeping their achievement records and in subject areas. They can also enhance students' progress by following their ethical excellences and good moral progress.

2.4.4. Curriculum Development

According to Ornsten Allance, (2004) curriculum development is a task of supervising, directing, designing or redesigning the lines guide of instructional material that includes development of specification indicating what is to be taught, by whom, when, where, and what sequence or pattern. Curriculum provides teachers and students with

live experiences that ideally foster deep understanding, sophisticated skills, appropriate skills, appropriate attitudes and social constructive values. Therefore, school principals must take responsibility for implementation, designing and redesigning of curriculum that is being implemented.

2.4.5. Supervision

According to Dull (1981) supervision is a common practice for school principals. They work democratically with teaching staff members while solving problems. The work of school principals will be with group of teachers and also with individual teachers. They are expected to work closely with supervisors for improvement of instructional guidance. In other ways, supervision is professional service and a core function of instructional leaders. Supervision plays a key role in the improvement of teaching learning process. Hence, carrying out effective supervision at school level is necessary to improve the teaching learning process on the spot.

2.4.6. Evaluation

Evaluation is a cooperative activity involving teachers, administrators, evaluator, and even students and parents, Bezeeau,(1998). According to Aspinwal, (1992) evaluation is part of decision-making process. It involves making judgment about the worth of an activity through systematically and openly collecting and analyzing information about it and relating this to explicitly objective criteria and value.

From this definition, there is a common understanding in that it is the process of determining to what extent the educational objectives are actually effective. When applied to principals as instructional leaders, evaluation is used to assess whether instructional goals have been achieved or not. Thus, instructional principals should develop culture of good supervision technique to see the achievement of the desired goals and objectives of the schools.

2.4.7. Research Work

Bezeeau, (1998:345) indicates that action research is important to a continual modification and adjustment of the overall educational experience. Thus, principals should encourage teachers to undertake research on problems that hinder effective teaching and learning process. Without research effectiveness and improvement of educational process, it will be difficult because research brings forth new insight and understanding (Dimmock, 2000). School principals are, therefore expected to mobilize teachers to study the problems that impede instructional process so that they apply the new insights and findings to improve the teaching learning process.

2.5. Building School Capacity through Leadership Effectiveness

School leaders are called upon to use school-based decision making to increase student learning gains through school capacity Burke, (2009). The question is how can teacher-focused school leaders raise student learning outcomes through the building of teacher capacity as well as school capacity? School leadership has a direct effect on teacher behavior and classroom practices (Basom and Frase, 2004).

Leaders build teacher capacity by involving them in school improvement decisions. School success through school capacity building involves leadership decisions that include teachers in the process of problem-solving. The schools in which teachers collaborate in problem-solving to aid student success have an influence on student outcomes and how teachers meet student needs (King and Newman, 2001). Blase and Blase, (2002), provided an argument for the importance of principals to gain the trust of their teachers to build school capacity. A successful leader creates a problem solving school culture to achieve educational goal.

There is broad perspective that principals have a powerful influence on teacher actions and student academic achievement (Darling-Hammond, 2003). The first element that builds teacher capacity through teacher-focused leadership is the establishment of a positive school culture. School leaders are responsible for creating a work culture without roadblocks to student engagement and without interference in the building of

teacher capacity (Bason and Frase, 2004). Second, the modeling of expectations by school leadership builds teacher capacity (Jemes, 2002). The last element builds teacher capacity through the impact of the teacher's perception of leadership decisions (O'Donnell and White, 2005).

2.5.1. School and teacher capacity

School leaders are the driving force of sustainable education reforms (Fullan, 2001). School capacity is the first element of building teacher capacity through leadership style. Principals who offer teacher support, and not authority, a center of their campus culture builds leadership capacity among the instructional staff resulting in eventual student learning gains (Williams, 2006). An improving school with quality leadership exhibit traits that include good communication, high expectations of staff and students, plus a focus on raising student achievement (Bruner, 1997).

A culture of leadership support influences school capacity. School culture is not accidental, but intentionally developed by the leadership (Schermerhorn et al., 2000). Using a nested case study design of multi-levels, the principals in the study identified four effective strategies.

First, the staff was appreciated through an award ceremony. Second, a hospitality committee honored the birthday and significant event of each staff member. Third, classroom management systems were created to give student discipline to the administrative team. Last, teachers were given common planning times to integrate instruction. This qualitative study found that teachers met leadership expectations when they perceived that they worked in a culture of support and value (Rice and Roelike, 2008). Teachers in a culture established by a teacher-focused leader participate in the school wide decisions as expected under a transactional style of leadership. The literature suggested that teachers perceive their leaders as supportive when they are given opportunities to collaborate. Professional learning communities created a culture of trust by offering a chance to consult with other teachers. These purposeful meetings were most effective when there was an established routine of collaborative discussion (Chris, 1992).

Conversely, teachers who considered themselves abused by the administration had a low overall involvement in collaborative opportunities (Blase and Blase, 2002).

2.5.2. Principal role modeling to build school capacity

As the second element of building school capacity through leadership style, recent studies explored the impact of professional role modeling. Fullan, (2001) claims principals who affect change see the big picture and model energy, enthusiasm, and hope. Leadership role modeling provides staff and students with motivation to continue to support leadership initiatives (Bush, 2007). Principals are committed to raising school improvement through their actions. A principal's daily actions impact staff perspectives of the school's leadership. A study found the modeling of effective actions that reflected instructional leadership knowledge had an influence on the teachers overall perspective of the school culture (Leithwood, 2005).

An effective principal creates an environment that stimulates enthusiasm for student learning. This implies that if the principal is role model and uses an appropriate leadership effectiveness he/she will create a positive learning atmosphere and inspire the staff to give off their best. The principal should involve learners in developing a reasonable code of discipline. The focus of leadership on academic standards in the school will depend on the school leaders' dedication and commitment to effect academic changes in respect of the demands on the learners and the community at large. Focusing on teacher perception is one of the ways in which academic standards can be maintained. Successful implementation of these functions of the principals will depend on the form of leadership and leadership style, the principals adopt. In terms of the form of leadership, the principals can decide to distribute leadership to their deputies as well as promoting participatory leadership by empowering their teachers. The principals manage tasks professionally, which include setting achievable objectives for education, maintaining a committed staff and managing effective teams, developing an effective communication system and allocating and managing resources effectively.

2.5.3. Leadership decisions and building school capacity

As the third element of building school capacity through leadership style, this section reviews literature which ties leadership choices with the leadership styles within the framework of school capacity. The focus is primarily on studies and articles related to the teachers' reactions to the principals' leadership choices. Success in motivating teachers depends on how leaders gauge the magnitude of their requests and if they can adapt their leadership strategies appropriately (Gray and Ross, 2006). Teacher self-efficacy within the school culture has a direct relationship to the principal's actions.

Teacher resources include time, administrative information, teaching assignment, duty assignment, acknowledgement, and materials. Effective principals, like experts in business-related fields, take time to distribute resources through a pragmatic process that is perceived as equitable. School leaders who align their resource priorities through a teacher-focused lens know which policies, practices, resources, and incentives to promote among their staff to raise overall school capacity. A study addressing the principal's selection of teacher models to drive their instructional leadership programs suggested teachers thought such practices were detrimental to teachers and school culture (Bush, 2007).

A leader's leadership effectiveness is a powerful agent of change that influences school capacity and impacts student learning gains (Marks and Printy, 2003). The studies included in this section of the literature review provide evidence of critical principal decisions made by the principals who build school capacity through the inclusion of the three elements of school culture, leadership role modeling, and leadership decisions.

2.6. Factors that Influence School Leadership Effectiveness

2.6.1. Personal Factors

The school principals have their own duties and responsibilities to carry out which is given to them in a written form by federal and regional education bureau. However, due to various reasons, they may fail to discharge their responsibilities as expected.

Most others, even, effective leaders show limited progress in their leading roles, because of various personal and situational factors or other factors that may affect the effectiveness of their performances. The following are some impediments that obstruct the achievement of school leaders.

2.6.1.1 Lack of Adequate Training and Experience

According to Fiedler, (1993) without adequate training and experience, leaders' task structuring ability will be lower. However, relevant training and adequate experience enable the leaders to practice how to handle various situations in trying to accomplish their duties effectively. Generally, lack of training and experience in the areas of leadership can hinder and negatively affect the effectiveness of educational leaders in general and school leadership in particular.

2.6.1.2. Educational Background

High school principals certainly expected to possess a master's degree or equivalent in educational leadership or specifically management of academic education. It is believed that this formal education gives the school leadership various skills and understanding of leadership roles (Rose, B. 2003 and Doh, 2003). Of course as many scholars suggest, due to continuous changes in the speed of the economy and technology, as well as the speed of change, managers and leaders who lead modern establishments needs to be engaged in a constant learning and education process once they have their formal education. Otherwise, once acquires knowledge can be worn out and resulted in poor leadership performance. Hence, educational background can be considered as a major influencing factor on the leadership performance of the school effectiveness (Elmuti, et.al, 2005).

2.6.2. Situational and Organizational Factors

The situational and organizational factors that influence leadership effectiveness of the school include, resource availability (human, material, and financial). Similarly the size, location, topography, climate of the school district, the legal structure of education are all human and non-human situational and organizational factors that influence the effectiveness of leadership (Corbally, 1961). In instructional leadership process, the availability of the teaching staff, the non-instructional staff, students, textbooks, equipment supplies and finance are crucial for their success. Mibit, 1984:113 suggests that “just as well trained personnel are important for the success of the school curricula, so are equipment and supplies.” Hence, leader’s instructional leadership functions may be constrained or facilitated by the extent of resources available in their school and principals’ time allotment to their work. The varieties of roles that principals assume make them unable to devote enough time to matters that concern instruction.

Also points out that instructional leadership role of the principal are always dwarfed by the long list of administrative duties. So the multiplicity of roles and expectations by parents, students, and teachers tend to fragment whatever vision the principal may be attempting to shape in the school.

A professional norm is also another factor that influences instructional leadership effectiveness. Such professional norms make the relationship between teachers and school principals on the matters of instruction loosely coupled and leave educational decisions to teachers. Consequently, such professional norms limit the frequency and depth of principal’s classroom visits as well as their initiative of consulting teachers about instructional matters (Hallinger and Murphy, 1987:50).

3. RESEARCH DESIGN AND METHODOLOGY

This chapter explains the research design and methodology. Here, selection of methods of the study, research design, description of study area, data source, sampling technique and sample population, instruments of data collection, validity and reliability, methods of data analysis and ethical consideration have been explained.

3.1. Description of the Study Area

The study was conducted in Gurage Zone. GurageZone is one of the 13 Zones of SNNPR. Gurage Zone has 13 woredas and 2 city administrations. Wolkite, the center of Gurage Zone, is 480km and 155km away from Hawassa and Addis Ababa respectively. The study focused on 6 different woredas of six secondary and preparatory schools (Abaferasa, Emdibir, Yejoka, YefekTerek, Kebul, and Jenboro), the research had intended to carry out the study. Gurage is a Zone in the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR). This zone is named for the Gurage people, whose homeland lies in this zone. Gurage is bordered on the southeast by Hadiya and Yem special woreda, on the west, north and east by the Oromia Region, and on the southeast by Silt'e. Its highest point is Mount Gurage. Wolkite is the administrative center of the Zone; Butajira is the largest city in this zone and the former administrative center.

The 2002 national census reported a total population for this Zone of 1,556,964, of whom 755,490 were men and 801,474 women; 76,988 or 4.94% of its population were urban dwellers at the time. The six largest ethnic groups reported in Gurage were the Sebat Bet Gurage (45.02%), the Silt'e (34.81%), the SoddoGurage (9.75%), the Mareqo or Libido (2.21%), the Amhara (2.16%), and the Kebena (1.82%); all other ethnic groups made up 4.21% of the population. Sebat Bet Gurage is spoken as a first language by 39.93%, 35.04% Silt'e, 10.06% spoke SoddoGurage, 3.93% spoke Amharic, 2.16% spoke Libido, and 1.93% spoke Kebena; the remaining 6.95% spoke all other primary languages reported.

Most parts of this Zone are heavily eroded, which required farmers to protect their enset fields with stone and soil bunds. The Central Statistical Agency (CSA) in 2007 reported that 7,624 tons of coffee were produced in Gurage, Hadiya and KembataTembaro combined in the year ending in 2005, based on inspection records from the Ethiopian Coffee and Tea authority. This represents 7.6% of the SNNPR's output and 3.36% of Ethiopia's total output.

3.2. Research Design

The main purpose of this study was to assess teachers' perception of school leadership effectiveness in public secondary and preparatory schools of Gurage Zone. Descriptive surveys (design was used because this design is important to collected data from relatively large sample for the purpose of describing the nature of the existing condition Best &Kahn 2002).

Descriptive surveys were economical and rapid and turned around the data collection and identification of attributes of the large population from a small group of individuals (Louis and Wahlstrom, 2008). The intention of the study was to assess the existing situation and to describe the current level of teachers' perception of the schools principals and to look into their impact on the students' academic achievement.

Both quantitative and qualitative approach was used. Mixed methods research has offered a powerful new paradigm (Teddlie, 2003). The findings of qualitative studies and the findings of quantitative studies (e.g., probabilistic decisions about hypotheses) have different epistemological assumptions.

3.3. Sources of Data

Primary sources of data were employed in order to achieve the objectives of the study. The primary sources of data were very helpful to get firsthand information from teachers, principals, vice-principals and internal school base supervisors of the schools.

Secondary sources were used in the research were published journals, books and articles. In addition various annual and quarterly report documents were used.

3.4. Population, Sample Size, and Sampling Techniques

3.4.1. Target population

Teachers and principals of Gurage Zone were the focus of this study. This study thought to contribute to the research by examining the perception of teachers towards school leaders' leadership effectiveness.

Gurage Zone has 13 woredas. Out of 13 woredas, 6 (46%) were selected by simple random sampling technique. Distributed across a wide area and dividing the population along geographic boundaries so that they can be randomly selected.

Based on their staff size, characteristics and Performances of the school, out of 20 secondary and preparatory schools 6 (30%) schools were selected by simple random sampling technique. This technique was used when we have a population that is distributed across a wide area and dividing the population along geographic boundaries so that they can be randomly selected.

There are 360 teachers in all selected secondary and preparatory schools. Out of these parents population 108 (30%) teachers are simple random sampling. The sample size of teachers for each sample school was allocated proportionally. In addition, out of 30 principals, 30 (100%) principals (head principals, vice principals and supervisors) from each selected schools. Totally 30 individuals were available sampling included in the sample, generally (138) individuals including in the study.

3.4.2. Sample size and sampling techniques

The sample size was determined from the given population which the researcher consider appropriate to get sufficient information. Therefore, the sample size from the target population was 30% of teachers, 100% school leaders respondents were

collected. A simple random sampling technique was employed for woredas to conduct this study.

Accordingly based on their staff size, characteristics and Performances of the school, the six (6) schools were selected by simple random sampling technique.

According to Cohen, (1992) “the logic and power of random sampling lies in selecting information-rich cases for an in depth study. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research”. The determination of the population and sample schools was based on the 2016 Annual statistical report of Gurage Zone education office. According to this report there were 13 woreda and 20 secondary and preparatory schools in the Zone. Thus, among six (6) woredas weretaken using simple random sampling technique. Six (6) secondary schools were chosen using simple random sampling technique for the selection of the sample for this study.

Table1. Distribution of target population and sample size

No	Respondent	Population	Sample	%	Techniques
1	Teachers	360	108	30	Simple random
2	Principals	30	30	100	Available sampling
Total		390	138		

Table2. Target Population and Sample used

NO	Name of Teachers secondary and preparatory schools	Teachers			Principals		
		Pop	Samp	Techn	Population	Samp	Techn
1	Abaferasa	53	16	S.R.S	5	5	Available
2	Emdibir	70	21	S.R.S	5	5	Available
3	Jenboro	48	15	S.R.S	5	5	Available
4	Kebul	37	11	S.R.S	5	5	Available
5	YefekTerek	94	28	S.R.S	5	5	Available
6	Yejoka	58	17	S.R.S	5	5	Available
T		360	108	S.R.S	30	30	Available

- The sample taken for each school can be calculated as:-Example; $:-\text{Sample} = n/N \times \text{Yefek Terek} \times \text{popn} = 108/360 \times 94 = 28$ (sample size for the respondent teachers)
- S.R.S=simple random sampling

3.5. Instruments of Data Collection

Data collecting tools used in this research were questionnaire, interview and focus group discussion.

3.5.1. Questionnaire

This data collecting instrument was used to obtain information about feelings, personality and behavioural intentions of research respondents. Both close and open ended questionnaire related to basic questions and objective of the study were constructed. The researcher prepared 39 close ended and 3 open ended questions.

The same questionnaire was also given for the proposed respondent teachers and principals as the same time. This was due to securing the validity and reliability of the items while carrying out the study. Two items of questionnaire were constructed for the selected respondents and it was not different questionnaire for both respondents (teachers and principals) for the reason that to investigate and answer the research questions. The response categories set as a Likert scale rating five points from very low to very high. Before, the questionnaires were administered to research participants, a pilot test was conducted in order to see whether the questionnaire is self-explanatory and the contents are valid and relevant at Entegagn (Moche) secondary school in Gurage Zone.

3.5.2. Interview guide

In addition to the questionnaire, semi-structured interview was used to substantiate the information gathered by the questionnaire from the sample respondent (6) leaders out of (30) school leaders. The interview was conducted to get deep information and ideas with leaders and mainly focused on the perception of teachers of school leadership effectiveness in secondary and preparatory schools and issues on the involvement of teachers shouldering responsibility in teaching-learning according to the current policy of education. It was important to keep the interview moving forward, and how to achieved this needs to be anticipated by the interviewer, for example by being clear on what one wishes to find out, asking those questions that were elicit the kinds of data thought, giving appropriate verbal and non-verbal feedback to the respondents during the interview.

3.5.3. Focus group discussion

Focus Group Discussion was conducted after using the interview and questionnaire stated above. The purpose of FGD was developing a detailed and deep understanding about the topic under study. In addition to this, it was highly effective method for listening to the responses and opinions of the respondents. Focus group discussion was organized in Amharic language so that detailed ideas, opinions, feelings and experiences of teacher were generated and finally translated into English language.

Secondary School Educational Leadership, Organization, Community Participation and Finance directive (MoE, 2002), SNNPRG Education Bureau (2015) finally compiled plan implementation yearly work report, Gurage Zone Education. This FGD was conducted for a group of (3) teachers from each (6) school leaders for being the sample size are more than (30) teachers. They are totally (36) teachers to capture their views regarding their perceptions towards their school leadership effectiveness and its relation to school performance in secondary and preparatory schools of Gurage zone was involved.

3.6. Data collecting Procedure

Data has been collected by the following procedures. First, the questionnaire was prepared based on basic questions and the research objectives. Second, the prepared questionnaire was modified by the advisor. Third, Pilot test was made at secondary school which is not included in the sample schools to see whether the questionnaire was self-explanatory and contents of the questionnaire were in conformity with the objectives. Fourth, constrictive comments and corrections were made based on inputs gained from the pilot test. Finally, data was collected by administering the final draft of the questionnaire to the research participants.

3.7. Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and, also a pilot study was carried out on 24 teachers of Moche secondary and preparatory school to pre-test the instrument. The pilot test provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence. After the dispatched questionnaires were returned, the necessary modification on 3 items and complete removal and replacement of 5 unclear questions were done. Additionally, the reliability of the instrument was measured by using a Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As

explained by, if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct were measuring a similar concept.

Table 3. Reliability test results with Cronach's alpha

No	Variables	No of items	Cronbach alpha
1	Teachers perceive the leadership effectiveness	12	0.72
2	Factors that affect school leadership effectiveness	10	0.83
3	Improve school leaders 'leadership effectiveness	17	0.75
<i>Average reliability result</i>			0.77

3.8. Method of Data Analysis

3.8.1 Quantitative Data

Quantitative data were analyzed using percentage, frequency, standard deviation and mean score. The quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency tally were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires were presented in tables according to their idea coherence. The scores of each item were organized, statistically compiled and entered into SPSS 22 version to obtain the frequency, percentage, mean value and standard deviation of each item.

3.8.2 Qualitative Data

The data collected from focus group discussion, Semi-structured interview, and open ended question items were analysed qualitatively. The written notes of interview were transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions and document analysis were summarized and organized with related category. Analysis and interpretations were made on the basis of the questionnaires and interviews.

3.9. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a key role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the student researcher has communicated all secondary schools legally and smoothly. The study is making clear and understandable for all participants. Any communication with the concerned bodies are accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents is keep confidential.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This study was designed to examine teacher perceptions of the school leaders' leadership effectiveness. The study examined and collected data from teachers, principals and supervisors of Gurage Zone to determine what factors they identify as effective administrative behaviors, strategies, and practices promote student success in the process of school improvement.

This chapter consists of two parts. The first part presents background of the respondents. The second part describes the results of the study which, collected from different sources. Data collected from the questionnaire were first presented in table and then various statistical tools such as percentile, frequency, percentage mean, and weighted mean were used for analysis. The data obtained from interview, and document analysis are also narrated or quoted as it was so as to verify the data obtained from questionnaire. As it was stated in the methodology, questionnaires were prepared and distributed for 108 teachers of the sampled schools. Out of these, 108 (100%) of the teachers and 30 (100%) leaders were properly filled in and returned the questionnaire.

4.1 Characteristics of the Respondents

The following discussion is made to reveal the general view of the respondents' features only. This part specifically analyzes the characteristics of the respondents' interims of sex, age, academic qualification, field of study and service year of teachers, leaders, and internal supervisors.

Table 4: Characteristics of the respondent

Regarding to academic qualification of principals, for secondary and preparatory schools MOE states that, all principals are expected to be holding a master's degree. In addition to, Rose, (2003) and Doh (2003) state that: high school principals are certainly expected to possess a master's degree or equivalent in educational leadership or specifically management of academic education.

N ^o	Item	Respondents				
		Teachers (N=108)		Leaders (N=30)		
		F	%	f	%	
1	Sex	Male	86	79.6	27	90
		Female	22	20.4	3	10
		Total	108	100	30	100
		20-25	12	11.1	-	-
		26-35	23	21.3	9	30
2	Age in year	36-45	42	38.9	16	53.3
		46-55	30	27.8	5	16.7
		≥ 56 year	1	0.9	-	-
		Total	108	100	30	100
		10+3	2	1.8	-	-
3	Academic qualification	12+2	-	-	-	-
		BA/B.SC/B ED	103	95.4	24	80
		M.A/M.SC	3	2.8	6	20
		Other	-	-	-	-
		Total	108	100	30	100
4	Service year	1-5	15	13.9	-	-
		6-10	11	10.2	3	10
		11-15	20	18.5	6	20
		16-20	25	23.1	14	46.7
		21 and above	37	34.3	7	23.3
	Total	108	100	30	100	

The results of the study in table 4 reveals that (80%) of teacher respondents were males while females made up only 1/4 of the male respondents in sampled secondary and preparatory schools. This tells us both at teaching and leadership positions, the males are much more favoured than female professionals. Thus, this indicates that the majority of teachers and principals at selected secondary and preparatory schools were male dominated. With particular regard to leadership position, almost (90%) principals were males; while females made up only (10%).

In terms of academic qualification, 1.8% of the teachers are diploma holders, 95.4% teachers are first degree holders and 2.8% MA graduates in their highest qualification. In terms of academic qualification, 24 (80%) of the principals and vice principals are first degree holders and 6 (20%) MA graduates in their highest qualification. As the policy of MOE (2004:7) teachers are expected to be first degree holders for grade level (9-10) and MA degree for (11-12) level. The actual implementation of this policy is deviating first, by employing two diploma holder teachers at grade level of (9 – 12) at Yejoka secondary and preparatory school and secondly, having only three MA holder academicians at Preparatory schools (Emdibir, Abaferasua, and Jenboro Preparatory School) while other schools do not any MA holders.

This was clearly stated on the plan implementation document of GZED (2015:9) was read as follows: For different subject matters 24 teachers training (attended) MA|MSC in summer program. In the same way, 7 principals and internal supervisors attended in summer programs. Since it is not sufficient; So Gurage Zone education bureau has done more work for enhancing the academic qualification of the principals. To this end, the less academic qualification of teachers and principals may affect the quality of teaching-learning process and the respective leaders' effectiveness.

As the work experience of the respondents, the majority of the teachers, 82 (75.9%) respondents had more than 10 years and the rest 26 (24.1%) below 10 years work experience. With regard to principals experience, 3 (10%) of the principals, vice principals and internal supervisors had experience of between 6-10 years; 6 (20%) of

the principals, vice principals and internal supervisors had experience of between 11-15 years.

However, 14(46.7%) of the principals had an experience 16-20 years; the remaining 7 (23.3%) of the principals greater than 21 years in working experience respectively. This implies that the majority of principals and internal supervisors had more than 16 years of work experience in teaching profession but not in position of leadership. Therefore, the limited experiences they have in leadership restricted their excellence through lack of skill and knowledge in areas of leadership and management.

Table 5: Teachers Perception towards the Assignment of School Leader position

“Teachers were responded that, “most school leaders in these days are qualified with leadership profession, assigned for the position by computation and effort. They know how to lead their school, know qualities of good leaders and uphold the values of good leader. School leaders are depending on the existing rules and regulations; they maintain peaceful teaching-learning environment and all these things made to establish friendly relationship between school leaders and teachers which are positive.”

Variables	Category	Teachers	
		Freq.	%
How are school principals assigned?	Placement	8	7.4
	Competition	3	2.8
	Promotion	3	2.8
	Teachers election	1	0.9
	Recommendation	93	86.1
	Demotion	-	-
	Other	-	-
	Total	108	100
Which one of the following is the most appropriate in the assignment of school leadership position	Placement	-	-
	Competition	95	88
	Promotion	-	-
	Teachers election	11	10.2
	Recommendation	2	1.8
	Demotion	-	-
	Total	108	100

The data from teacher respondents on table 5 portrays 86.1% of school principals were assigned by recommendation. This shows the assigned position was made by recommendation which may not take to in account the academic qualification, EDPM and leadership skill. Moreover, 100% of interviewees also pointed out that the assignment was by recommendations of higher authorities, but not followed the written rules as shown below.

The current selection criteria of secondary school principals specified as the following criteria for the selection principals in the secondary school. Hence, the candidate should fulfill the specified grade level (qualification) and should be trained teachers; they should at least reach the medium position in the teachers' career leaders (structure) they should serve as a unit leader, vice principals or serve as students' dean, department head and pedagogical center head. Additionally the candidate principals is expected to have master's degree in education and free from doubt and should not have disciplinary problems were the criteria points for candidates are given in the following manner according to the directive: Written exam 25%, Experience (unit leader,

department heads, etc.) 10%; Quality of personal file 5%; Performance evaluation point 50%; Interview exam 10% and Total 100% (MOE; 2009).

Therefore, it is possible to conclude that system of nomination of school principals may lead to further power abuse.

In table 5 items 2. 8% teacher respondents and all interviews as a solution argue that system of nominating school principals should be in competition.

In sum, the government rule and regulation of assigning school principals has to be applied practically by appointing government organs. Thus, it may not demoralise the teacher's interest and competence who enter into the profession to ensure educational leadership profession.

4.2. Perceptions of teachers of their school leadership effectiveness

Perceptions are fundamental to our forming opinions about ourselves, others and reality which involves the interaction of the outer world with our inner world (Moreland, 2009). The following open ended questionnaire of teachers and principals as well as interviews of supervisors response related to perceptions of school leaders' leadership effectiveness have been identified by the respondents in the study and the responses of respondents are presented, analyzed and interpreted below.

On the other hand teachers were responded that, parent and community participation most of the time is not initiated by school leaders and this affects leadership effectiveness school leaders' practice. In addition, school leaders' reluctances and effectiveness to discharge their ability to lead teachers and uphold responsibility to perform school activities in order to achieve the intended school goals in the school improvement program is low. Especially school leaders' lack of skill in redefining their responsibilities and distributing school leadership tasks among teachers, woreda and zonal education office low provision of stable expertise support for school leaders were a prominent factors.

The principals/vice principals respond that, although it is somewhat difficult to say perfect 100% positive, it has been good so far. School leaders decide issues related to teaching-learning with the teachers after having hot staff debate on it. Hence democratic leadership which is characterized by active staff members participation. In addition, with respect to the teachers' perception, the principals' and supervisors' response shows that "teachers in sample schools have moderate level of perception towards their school leaders. The interview of supervisors strengthens this idea that teachers have good subject matter proficiency, they have good ability in lesson planning/instructional planning."

From this finding, we understand that the teaching-learning process and its product is unquestionably influencing positive teachers' perception. School performance entails; teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions. Thus, teachers have to perform a wide range of roles and responsibilities that may relate to teaching, school management, curriculum changes, educational innovations, teacher education, working with parents, and community.

Table 6: Teachers perceive the leadership effectiveness.

School leaders are depending on the existed rules and regulations; they maintain peaceful teaching-learning environment and these all things made to establish friendly relationship between school leaders and teachers which are positive. Effective leaders must be able to bear frustration and pressure. Overall, they must be well adjusted and have the emotional maturity to deal with anything they are required to face. This emotional maturity or stability of qualities indicate the very quality of leader. Effective leaders are at times spirited and crucial and usually enjoy overcoming obstacles. They are confident in their thinking style as well as in their positive attitudes in dealing with others.

N o	Item	Very Low		Low		Mode rate		High		Very High		- X	SD
		f	%	f	%	f	%	f	%	f	%		
1	The school leader coordinates departments and work units of effective work results.	20	18.5	23	21.3	44	40.7	15	13.9	6	5.6	2.67	1.10
2	The school leader set priorities of the activities to be accomplished according to the capacity of the budget allocated	24	22.2	32	29.6	19	17.6	20	18.5	13	12.0	2.69	1.33
3	School leader creates collegial relationship, in the school compound	24	22.2	46	42.6	16	14.8	15	13.9	7	6.5	2.40	1.17
4	The school leader use hard work, performance, and result as the basis for reward, recognition, and advancement	29	26.9	29	26.9	21	19.4	13	12.0	16	14.8	2.61	1.38
5	The principals develop mechanisms by which competent teacher share their experience of teaching methodologies with their /colleagues	8	7.4	20	18.5	12	11.1	39	36.1	29	26.9	3.56	1.27
6	The principals provide short training at school level by preparing academic seminars	36	33.3	30	27.8	15	13.9	16	14.8	11	10.2	2.41	1.35
7	Teacher's perception towards School leaders' leadership effectiveness provides coherence and improved school culture	10	9.3	24	22.2	48	44.4	18	16.7	8	7.4	2.91	1.03
8	School leaders take an active role in establishing positive teachers' perception to the leadership style they practice.	30	27.8	18	16.7	35	32.4	15	13.9	10	9.3	2.60	1.28
9	Staffs are given opportunities to participate in leadership activities/teams.	9	8.3	29	26.9	13	12.0	30	27.8	27	25.0	3.34	1.33
10	Teachers are encouraged to participate in leadership to strengthen good relationship with school leaders.	6	5.6	22	20.4	34	31.5	29	26.9	17	15.7	3.26	1.14
11	Principals are given incentives to invest time in their development.	4	3.7	31	28.7	14	13.0	40	37.0	19	17.6	3.36	1.18
12	There are well defined methods for all types of work in the school.	30	27.8	31	28.7	20	18.5	13	12.0	14	13.0	2.54	1.36
Overall mean											2.86	1.24	

From the above table 6 it can be understood that principals do not coordinate the work units and departments very well; 40.7% ($X=2.67$) of respondents in the second variable indicated this measure. Such kind of principals' work ethics antagonizes with what Barth points out. He says that school principals consistently practice integrity in everyday operation to create trustworthiness; by maintaining high standards of moral and ethical conduct in every service (Barth, R. S. 2006).

The same table also indicates that school principals are not properly implementing source allocations for teachers training. Out of the total respondents 51.83 % ($X=2.69$) disagreed that principals effectively implement budgets allocated for training.

In addition, the table indicates that school leaders do not create conducive work environment by creating smooth and collegial relationship with staff members and criteria based on rewarding system. Accordingly, 64.8 % ($X=2.40$) of teachers' response shows that the school principals do not apply such work engine in the schools. In like manner, 53.7 % ($X=2.61$) of teachers' respondents reveal that principals do not use result based measure to reward or to give recognition to teachers which helps them to develop their profession.

Also the table shows that school principals do not provide short training and seminars for teachers at school level. 61.11% ($X=2.41$) of teachers responded that principals are not engaged in such duties to build the capacity of the staff members. According to Gurthie and Reed (1999:346) principals that do not provide opportunities for staff development jeopardize their ability to meet organizational goals.

On the other hand, the table indicates that despite such drawbacks school principals develop strategies for teachers so that they share experience to improve their teaching style and methodologies. In line with 61.1 % ($X=2.60$) of respondents expressed that school principals develop mechanisms that help teachers share experience and knowledge in the teaching methods. This response goes in conformity with data obtained through interview from department heads and principals themselves. This finding relates to the view of Bennis and Nanus, (2003). They state that school

principals empower teachers and use the skilled personnel to train others by sharing their expertise.

4.3. Factors that affect school leadership effectiveness.

There are so many factors that make school leaders fail to discharge their ability to lead teachers and uphold responsibility and perform school activities respectively to achieve the intended school goals. Accordingly, to treat these factors redefining school leadership responsibilities, distributing school leadership tasks, developing skills for effective leadership and making school leadership an attractive profession, were discussed and analyzed. To identify these factors, the researcher prepared a 10-item questionnaire for principals and teachers as well as interview guide for supervisors. They were asked to rate their level of agreement to which these factors really hinder their participation in their schools using a five point Likert scales ranging from strongly agree to strongly disagree.

Table 7: Factors that affect school leadership effectiveness

Lack of training and experience in the areas of leadership can hinder and negatively affect the effectiveness of educational leaders in general and school leadership in particular. Generally work experience, organizational characteristics related to availability of human, material, and financial resources and zonal education department related to providing stable expertise support for school leaders.

R N o	Item	Group of respondent	Very Low		Low		Mode Rate		High		Very High		- X	S	Ax
			f	%	F	%	f	%	f	%	f	%			
1	Absence of manuals, job description guidelines which reveals the task of every unit of work in the school	Teachers (N=108)	8	7.4	21	19.4	20	18.5	30	27.8	29	26.9	3.47	1.28	3.40
		Leaders (N=30)	2	6.7	3	10.0	11	36.7	11	36.7	3	10.0	3.33	1.03	
2	Shortage of equipment facilities and different infrastructures	Teachers (N=108)	5	4.6	24	22.2	21	19.4	33	30.6	25	23.1	3.45	1.20	3.48
		Leaders (N=30)	2	6.7	3	10.0	8	26.7	12	40.0	5	16.7	3.50	1.11	
3	Large number of staff and students to manage	Teachers (N=108)	6	5.6	23	21.3	24	22.2	29	26.9	26	24.1	3.43	1.22	3.43
		Leaders (N=30)	3	10.0	3	10.0	9	30.0	8	26.7	7	23.3	3.43	1.25	
4	Teachers and staff readiness to addition assume responsibility and cooperate with leaders at work	Teachers (N=108)	8	7.4	23	21.3	18	16.7	32	29.6	27	25.0	3.44	1.28	3.46
		Leaders (N=30)	2	6.7	4	13.3	9	30.0	8	26.7	7	23.3	3.47	1.19	
5	Absence of adequate leadership training on the side of the leaders	Teachers (N=108)	22	20.4	32	29.6	27	25.0	18	16.7	9	8.3	2.63	1.22	2.90
		Leaders (N=30)	4	13.3	6	20.0	7	23.3	7	23.3	6	20.0	3.17	1.34	
6	Low community participation in the secondary school	Teachers (N=108)	27	25.0	22	20.4	32	29.6	16	14.8	11	10.2	2.65	1.28	2.86
		Leaders (N=30)	4	13.3	6		8	26.7	8	26.7	4	13.3	3.07	1.26	
7	Interference of higher authorities in the secondary school activities	Teachers (N=108)	11	10.2	16	14.8	27	25.0	32	29.6	22	20.4	3.35	1.25	3.29
		Leaders (N=30)	2	6.7	4	13.3	10	33.3	7	23.3	5	16.7	3.23	1.17	
8	Shortage of budget,	Teachers (N=108)	7	6.5	20	18.5	29	26.9	30	27.8	22	20.4	3.37	1.19	3.35
		Leaders (N=30)	3	10.0	3	10.0	10		9	30.0	5	16.7	3.33	1.18	
9	Styles of leadership that the leaders exhibit	Teachers (N=108)	5	4.6	22	20.4	26	24.1	35	32.4	20	18.5	3.40	1.14	3.32
		Leaders (N=30)	3	10.0	5	16.7	9	30.0	9	30.0	4	13.3	3.23	1.22	
10	The leader encourage in built supervision with in school	Teachers (N=108)	29	26.9	20	18.5	30	27.8	19	17.6	10	9.3	2.64	1.30	2.99
		Leaders (N=30)	3	10.0	3	10.0	10	33.3	9	30.0	5	16.7	3.33	1.18	
Overall mean												3.25	1.22	3.25	

If not equally significant as the above mentioned factors, the respondents also gave a considerable attention to the following as key factors in affecting secondary and preparatory school principals' leadership in Gurage Zone. These were rated with the average total mean scores ranging from 3.46 to 2.98 in ascending order. (1) Absence of adequate leadership training on the side of the principals with mean value (2.98), to confirm that, in Gurage Zone there are 30 school principals in secondary and preparatory schools. But out of these only 8 principals took leadership training. GZED (2015:19) plan implementation document was confirmed. For example, is read as follows: since 4 in winter and 5 in summer leaders trained MA in school leadership. (2) low community participation in the secondary school (2.99), (3) the leader encourage in built supervision within school (3.06), (4) shortage of budget (3.22), (5) styles of leadership that the leaders exhibit (3.31), (6) interference of higher authorities in the secondary school activities (3.34), (7) absence of manuals, job description guidelines which reveals the task of every unit of work in the school (3.37), (8) large number of staff and students to manage (3.41), (9) shortage of equipment facilities and different infrastructures(3.44), (10) teachers and staff readiness to assume addition responsibility and cooperate with leaders at work (3.46), similarly, the document report also suggested that the poor level of goal attainment in schools. From the table as we have seen that factors that affecting principals leadership effectiveness were ranked in the table.

Response of respondents on open-ended questionnaires that is not included in the questionnaire.

1. The questions that were asked the principals to lift the problems encountered in their leadership effectiveness.

- ❖ Inadequacy of principals' educational background.
- ❖ Students' disciplinary problems in schools.

2. The questions that were asked the teachers to list problems encountered in their school leadership effectiveness, the responses secured include:

- ❖ Inadequacy of educational background, low experience and skill of principals in managing the overall activities of the school.
- ❖ Students' disciplinary problems in schools.

- ❖ The principals are under pressure (pressure in and out) and great interferences in their leadership.
- ❖ Lack of quarterly and annually evaluation trend regarding their leadership performance in the school.
- ❖ Most of principals are forced to spend most of their time in managerial activities and meetings rather than instructional improvement.
- ❖ Inadequacy of skill for efficient and effective use of the materials and resources (budget) needed in the schools. Those are impediments to the school leadership effectiveness.

In reality, principals combine elements of instructional, transformational and distributed leadership in response to the contextual and developmental needs of their school community (Gurr 2015).

In all contexts, **effective leaders focus on:**

- Establishing goals and high expectations.
- Planning, coordinating and evaluating teaching and the curriculum, including systematic use of assessment data to monitor learning and adjust provision.
- Leading teacher professional development.
- Ensuring a supportive and orderly environment.
- Resourcing strategically, and

Developing and maintaining an evaluative mindset for ongoing improvement.

4.4. Improve school leaders' leadership effectiveness.

School leaders are expected to effectively lead human resource and management of other resources which have to be effectively aligned on the basis of pedagogical priorities, monitoring and reviewing the school accountability by providing feedback and evaluation of instructional performances as well as designing strategies for school change and innovations that contribute for building effective school learning. In addition to this, school leaders have to have a capacity and be willing to be a desirable role model who would enable teachers and stakeholders to participate in school improvement program.

Table 8: Improve school leaders' leadership effectiveness. The finding reveal, the increased responsibilities and accountability of school leadership are creating the need for distribution of leadership task, both within schools and across schools.

R .	Item	Group of Respond ent	Very Low		Low		Mode rate		High		Very High		- X	S	Ax
			f	%	F	%	f	%	f	%	f	%			
1	School leaders Leadership tasks (roles and responsibilities) are widely distributed in the schools.	Teachers (N=108)	2	1.9	26	24.1	40	37.0	25	23.1	15	13.9	3.23	1.03	3.22
		Leaders (N=30)	1	3.3	2	6.7	12	40.0	11	36.7	4	13.3	3.50	.94	
2	School leaders have discretion over strategic direction setting.	Teachers (N=108)	4	3.7	28	25.9	36	33.3	27	25.0	13	12.0	3.16	1.06	3.32
		Leaders (N=30)	2	6.7	3	10.0	9	30.0	11	36.7	5	16.7	3.47	1.11	
3	Frameworks exist that provide coherence and guidance on the characteristics, tasks and responsibilities of school leadership.	Teachers (N=108)	2	1.9	22	20.4	41	38.0	26	24.1	17	15.7	3.32	1.03	3.38
		Leaders (N=30)	2	6.7	4	13.3	9	30.0	9	30.0	6	20.0	3.43	1.17	
4	School leaders have the knowledge and skills to use leadership skill effectively to improve school practice.	Teachers (N=108)	12	11.1	26	24.1	30	27.8	24	22.2	16	14.8	3.06	1.23	3.35
		Leaders (N=30)	1	3.3	3	10.0	8	26.7	12	40.0	6	20.0	3.63	1.03	
5	School leaders are encouraged and supported to collaborate with schools teachers.	Teachers (N=108)	10	9.3	30	27.8	32	29.6	21	19.4	15	13.9	3.01	1.19	3.17
		Leaders (N=30)	3	10.0	4	13.3	8	26.7	10	33.3	5	16.7	3.33	1.21	
6	Structures in schools encourage the development of leadership teams.	Teachers (N=108)	1	.9	23	21.3	38	35.2	30	27.8	16	14.8	3.34	1.01	3.19
		Leaders (N=30)	3	10.0	6	20.0	10	33.3	9	30.0	2	6.7	3.03	1.10	
7	Leadership development provision is offered throughout all stages in school leaders' careers.	Teachers (N=108)	3	2.8	14	13.0	46	42.6	24	22.2	21	19.4	3.43	1.03	3.20
		Leaders (N=30)	5	16.7	6	20.0	7	23.3	9	30.0	3	10.0	2.97	1.27	
8	Talent is considered as important as seniority in considering for	Teachers (N=108)	5	4.6	18	16.7	40	37.0	25	23.1	20	18.5	3.34	1.10	3.42
		Leaders (N=30)	2	6.7	3	10.0	8	26.7	12	40.0	5	16.7	3.50	1.11	

	teachers.	(N=30)													
9	Talent is considered as important as seniority in considering candidates for school leadership.	Teachers (N=108)	6	5.6	17	15.7	38	35.2	28	25.9	19	17.6	3.34	1.11	3.49
		Leaders (N=30)	1	3.3	3	10.0	9	30.0	10	33.3	7	23.3	3.63	1.07	
10	Leadership development strategies focus on skills for strategic, financial and human resource management.	Teachers (N=108)	8	7.4	22	20.4	26	24.1	30	27.8	22	20.4	3.33	1.22	3.33
		Leaders (N=30)	2	6.7	5	16.7	9	30.0	9	30.0	5	16.7	3.33	1.15	
11	Efforts are made to find the right candidates for initial leadership development.	Teachers (N=108)	4	3.7	19	17.6	42	38.9	19	17.6	24	22.2	3.37	1.12	3.45
		Leaders (N=30)	1	3.3	2	6.7	12	40.0	10	33.3	5	16.7	3.53	.97	
12	Leadership development strategies focus on skills for goal setting, assessment and accountability.	Teachers (N=108)	7	6.5	16	14.8	32	29.6	30	27.8	23	21.3	3.43	1.17	3.43
		Leaders (N=30)	2	6.7	3	10.0	10	33.3	10	33.3	5	16.7	3.43	1.10	
13	Leadership development provision is designed to be coherent with a leadership development framework.	Teachers (N=108)	9	8.3	19	17.6	30	27.8	29	26.9	21	19.4	3.31	1.21	3.32
		Leaders (N=30)	2	6.7	5	16.7	9	30.0	9	30.0	5	16.7	3.33	1.15	
14	Recruitment panels receive guidance and training for assessing the knowledge, skills and competencies of leadership candidates	Teachers (N=108)	11	10.2	17	15.7	28	25.9	32	29.6	20	18.5	3.31	1.23	3.36
		Leaders (N=30)	3	10.0	4	13.3	7	23.3	10	33.3	6	20.0	3.40	1.25	
15	A principal's salary is sufficiently greater than a teacher's salary.	Teachers (N=108)	2	1.9	15	13.9	34	31.5	35	32.4	22	20.4	3.56	1.03	3.33
		Leaders (N=30)	5	16.7	5	16.7	7	23.3	8	26.7	5	16.7	3.10	1.35	
16	Teachers involved in any activities to accept responsibilities for goal setting	Teachers (N=108)	22	20.4	18	16.7	20	18.5	31	28.7	17	15.7	3.03	1.38	3.13
		Leaders (N=30)	2	6.7	7	23.3	9	30.0	6	20.0	6	20.0	3.23	1.22	
17	Opportunities for diverse career pathways are available to school leaders.	Teachers (N=108)	2	1.9	30	27.8	27	25.0	31	28.7	18	16.7	3.31	1.11	3.37
		Leaders (N=30)	2	6.7	4	13.3	9	30.0	9	30.0	6	20.0	3.43	1.17	
												Overall mean	3.33	1.14	3.33

As shown in the table 8, above items 1-17 the mean value 3.29 of the responses of teachers and mean value 3.36 of the leaders with average mean 3.33 ,df =(1, 180) and $p > 0.05$ of the two groups' response revealed that; defining roles, responsibilities and skills of leaders are appropriate to the challenges of achieving improved student outcome, distributing school leaders leadership tasks widely in the schools, providing opportunities to staff to participate in leadership activities/teams, teachers encouragement to participate in leadership to strengthen good relationship with school leaders, structures in schools encourage the development of leadership teams were analyzed by the responses of the respondent.

However, the average mean value 3.33 indicates that the responses of teachers', principals and supervisors were found to be between the average mean value of 3.00-3.99 which was medium or moderately was the main factors next to re-defining school leadership responsibilities which affect school leaders leadership effectiveness. The dependent samples t-test on table 8 item 1-17 above at $df= (1, 180)$, $p>0.05$ the value $0.53 > 0.05$ indicated that, there is no significance difference between the responses of teachers and leaders.

The interview of supervisors indicated that “teachers should collaborate in problem solving to achieve student success, be involved in and accept responsibilities in the school improvement and student achievement via distribution of tasks in the school by school leaders.”

From the finding of table 8, item 1-17 above with average mean 3.33 of the respondent shows distributing school leadership responsibility among staff was the main second factor which affects Leadership development provision is offered throughout all stages in school leaders' careers as they respond. The findings reveal, the increased responsibilities and accountability of school leadership are creating the need for distribution of leadership ask, both within schools and across schools. Especially teachers, students', parents and school boards have to be involved in the activities of school leadership matters and tasks.

The findings reveal that, the availability and fair distribution of resources (Human, material, and financial) made in the schools has to be rich of pedagogical oriented instruction. King and Newmann (2001) stressed that "...just as well trained personnel are important for the success of the school curricula, so are equipment and supplies". Teachers consider that a leadership responsibility is vital for effective school improvement, these practices remain rare and often unclear; and those involved were not always recognized for their tasks. This finding shows distribution of leadership task can strengthen management and succession planning. Distributing leadership tasks across different people and school organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness.

School leaders are expected of effectively leading human resource and management of other resources which have to be effectively aligned on the basis of pedagogical priorities, monitoring and reviewing the school accountability by providing feedback and evaluation of instructional performances as well as designing strategies for school change and innovations that contribute to the building school learning successful.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter of the study presents the major findings of the study, the conclusions and the recommendations.

5.1. Summary of Findings

The main purpose of this study was to investigate the teachers' perception of school leadership effectiveness in government secondary and preparatory school of Gurage Zone. To this end, the study was conducted to look for possible answers to the following research questions.

The questions were designed to assess:

- a. How do teachers perceive leadership effectiveness in secondary and preparatory schools of Gurage Zone?
- b. What are the major factors that hinder the effectiveness of school leaders' in secondary and preparatory schools of Gurage Zone?
- c. How can school leadership effectiveness be improved in secondary and preparatory schools of Gurage Zone?

The study employed descriptive survey method which encompasses both quantitative and qualitative method. The subjects of the study were total of 138 respondents out of whom were 108 (teachers) and were 30 (leaders) respondents in the 6 sampled secondary and preparatory schools that include Grade 9-12 level. Out of 108, 108 (100%) teachers and 30, 30 (100%) leaders' respondents returned the questionnaires filling out appropriately.

The questionnaires, semi structured interviews and document reviews were used as data collection instruments. The obtained results were analyzed with statistical tools, percentile, frequency, percentage mean, and weighted mean. Based on the results of the quantitative and qualitative data analysis and discussions, the following major findings were summarized as:

The results of this study revealed that a large number of principals 24 (80%) were trained and qualified in different field of specialization with Bachelor degree even though a few them are trained in EDPM.

The majority of the respondents (86.1%) objected to the way the leaders were assigned in Gurage Zone of government secondary and preparatory schools. They stated that the assignment of leadership position was not fair and equitable. They strongly remarked and recommended that school principals ought to be assigned by competition based on their capability, merit and contributions to the educational achievement.

Findings: teachers’ perceive leadership effectiveness

- Regarding to create collegial relationship in the school compound, the practice is weakly applied in the school.
- Regarding to the mechanisms which are developed by principals, competent teachers share their experience respondents 61.1 % (X=2.60) rated high.
- Principals in their leadership couldn’t arrange different programs in school, by providing short training and seminaries at school to enhance the capacity of teachers, 61.11% (X=2.41) of respondents rated as low and interviewees said almost none.
- 64.8% of principals expressed their idea at high level in capacity building. But teacher respondents said, inefficient and practically none.
- However, principals clarifying and making known school rules and regulations to the school environment rated at high.

Findings: Major problems that affect principals’ leadership effectiveness ranked in the table 7.

There are so many factors that make school leaders fail to discharge their ability to lead teachers and uphold responsibility and perform school activities respectively to achieve the intended school goals. Accordingly to treat these factors redefining school leadership responsibilities, distributing school leadership tasks, developing skills for effective leadership and making school leadership an attractive profession were discussed and analyzed.

Findings: To improve school leadership effectiveness

- Findings show distribution of leadership task can strengthen management and succession planning. Distributing leadership tasks across different people and school organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness.
- School leaders are expected to effectively lead human resource and management of other resources which have to be effectively aligned on the basis of pedagogical priorities, monitoring and reviewing the school accountability by providing feedback and evaluation of instructional performances as well as designing strategies for school change and innovations that contribute to building successful school learning.
- Principals should also be always accessible, ready and willing to attend co-curricular activities so as to whip up support and teamwork from all members of staff because this will go a long way in improving teacher and student motivation.

5.2. Conclusions

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

- ❖ The majority of school principals do not have educational leadership background. Moreover, the short term leadership training that was offered to some of them was not enough to make them successful in their leadership practice.
- ❖ Unless principals are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly.
- ❖ No objective and reliable selection criteria were set for the leaders' assignment. This might have contributed to the observed lower achievement in their leadership activities.
- ❖ School leaders are more effective in their leadership, if and only if they are visionary and instructional leaders. The leaders' relations with the stakeholders play a pivotal role to improve or worsen the situations in the school environment.
- ❖ It is obvious that effective and strong school leaders should conduct continuous and regular classroom supervision and hence discuss the feedback with teachers.

Furthermore, they should help and follow-up teachers in lesson preparation. However, as the findings revealed, the secondary school leaders do not conduct classroom supervision and they do not help and follow up teachers to prepare and utilize lesson plans all the time.

- ❖ As the findings indicate, even though the principals perceive themselves effective and efficient in all the school leaders' performance, teachers who are daily working with the leaders rated them moderate and below average.
- ❖ Therefore, most likely because of the leaders' routine works, the styles they exhibit, inadequacy of adequate knowledge and instructional leadership and including other influencing factors discussed earlier, the school leaders' performance in executing most of the leadership activities are not properly executed. Hence what has come out clearly and conclusively from this study is that the overall leadership activities in the schools are not fully effective and efficient.
- ❖ Lack of confidence and commitment demonstrated during leading and unwillingness to exercise shared school leadership that resulted exclusion of majority of teachers in schools from crucial activities of school leaders.
- ❖ It was revealed that lack of adequate school community support and participation was another serious impediment to the effectiveness of school leaders in the school level of the tone under study. It was understood that community members were contributing least and did not take an active part in the recess of school leadership. Nevertheless, the results of this study clearly reveal that there was inefficiency and less effectiveness due to lack of skills, experience and lack of instructional leadership among the prominent problem of school leaders in the selected secondary schools. Lack of recognition of good work, which makes less interaction among teachers and principals.
- ❖ The principals have lack of managerial skills for efficiently and effectively using the materials and resources (budget) needed in the schools. Because of delay and scarcity of budgets, lack of skilled manpower to maintain science equipment (computers, plasma, etc.) and no auditing system regarding to school finance.

- ❖ Some principals lack the skill of communication. This creates misunderstanding and unequal treatment and unnecessary relationship with some of the selected staff members, which leads teachers to dissatisfaction.
- ❖ The principals are under pressure (pressure in and out) and great interferences in their leadership. This creates lack of confidence in making decisions, lack of freedom to take an action, lack of acceptance and respect in their school because of fear of being kicked out from their leadership position

5.3. Recommendations

The leadership in school is a crucial and incomparable with regard to the importance of the school principals. Even some authors have stated that “successful school principals are a corner stone of good schools.”

On the basis of the findings and conclusion drawn, the following recommendations are proposed.

- I. School principals have different field of educational qualifications. Therefore, recognizing the vital of secondary and preparatory school for the overall development of the country, the regional education bureau and zonal education department should give adequate quota to principals and send them to universities to certify in EDPM so as to produce qualified and adequate number of educational leaders. Besides on the job training should be facilitated for those who are currently teaching with diploma qualifications.
- II. It is true that successful school and educational institutions in general are mainly the results of competent and well qualified principals. Hence, the placement of the secondary school principals have to set a mechanism whereby competent and qualified secondary school principals may be assigned to the leadership positions. Principals ought to have the competence and capacity in producing school visions. They must be able to work collaboratively with their subordinates in setting school goals and objectives and applicable strategies that enable to improve and bring about effective and efficiency in the teaching learning process.

- III. School principals should be capable and influential to realize common culture and shared values among the subordinates, to communicate with their staff properly, to get their ideas and opinions respected, and encourage them to take part in establishing and periodically reviewing the schools goals...in the due course, they should organize adequate settings such as regular staff meetings, educational conferences, and panel discussions where teachers share their views, sort out problems observed during process of goal achievement, reveal the ways forward and take an active part in school leadership that ultimately guarantees sustained utilization of the talents of staff members.
- IV. The principals should work to strengthen the potential of the staff members in order to allow for effective involvement in executing the school goals and objectives. Furthermore, principals should work with subordinates in setting and articulating high and achievable standards of students.
- V. Principals should delegate some responsibilities to the vice principals, department heads and to other stakeholders in order to get enough time to monitor instructional practices and other school activities since delegation enables the leaders to become effective and influential via full capitalization of the talents of their staff members. In monitoring student progress, principals should work with teachers and mobilize the teachers in order to get the expected result.
- VI. School leadership should create conducive atmosphere and development effective leaders take their responsibilities in organizing parents, students and teachers, who assist them to contribute their parts.
- VII. School principals should be empowered with academic and financial decisions so that all related activities should be carried out effectively and efficiently. Therefore, the Zone education department and woreda office should work jointly and collaboratively with school principals on school affairs in particular.

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APPENDIX A
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Department of educational planning and management
Questionnaires and interview guides prepared for the teachers,
school leaders, and supervisors.

Introduction:-the main purpose of this questionnaire is to **assess teachers' perception of school leaders' leadership effectiveness**. The study concentrates on government secondary schools in SNNP regional state of Gurage zone. Indeed, to the study of school leadership performance, the researcher's effectiveness also intends to discover the problems that leaders face in their leadership and tries to suggest possible solution to the problems which could improve or enhance the effectiveness of leaders. Information obtained from this data will be utilized for academic purpose only. Eventually you are kindly requested to fill in the questionnaire with honest and frank responses. Please check also whether you have treated all the questions and pages accordingly.

Part I: Background Directions _No need to write your name.

_ Put a tick (√) mark in the box where alternatives are not provided with the title "specify if any_____"

_Give precise and short responses to open-ended questions, and please follow instructions provided for each part.

_Your urgent reply for all the questions is highly appreciated.

“Thank you in advance for sacrificing your precious time.”

1. Name of the school _____
2. Your present job title.
A principal B. Vice (principal) C. Teacher
3. Sex Male female
4. Age A .20-25 years D. 36-45 years
B. 26-35 years 46-55
5. Your level of education:
A. 10+3 C. BA/BSC/BED
B. 12+2 D. MA/MSc
6. Your total years of service
A. 1-5 years 11-15 years
B. 6-10 years D. 16-20 years E. 21 and above 7.
7. Would you accept, if you were assigned, to be a school leader?
A. Yes B. No C Unsure
8. How was your leader assigned?
A. By competition C. By placement E. by recommendation
B. By teacher election D. By promotion F. Demotion
9. Which one is the most appropriate in the assigning of school leadership position?
A. competition B placement C. recommendation teachers' election
E. Promotion F. Demotion

PART II The following questions are designed to analyse how the teachers perceive the leadership effectiveness of secondary school leaders in Gurage Zone. You are kindly requested to make a tick (√) mark corresponding to your suggestion. Key: 5=very high, 4=high, 3=Moderate, 2=Low, 1=very low.

1. Teachers perceive the leadership effectiveness. (For only teachers)

No	Statements	1	2	3	4	5
1	The school leader coordinates departments and work units for effective work results.					
2	The school leader sets priorities of the activities to be accomplished according to the capacity of the budget allocated.					
3	School leader creates collegial relationship, in the school compound.					
4	The school leader uses hard work, performance, and result as the basis for reward, recognition, and advancement.					
5	The principals develop mechanisms by which competent teachers share their experience of teaching methodologies with their /colleagues.					
6	The principals provide short training at school level by preparing academic seminars.					
7	Teacher's perception towards School leaders' leadership style provides coherence and improved school culture.					
8	School leaders take an active role in establishing positive teachers' perception to the leadership style they practice.					
9	Staff is given opportunities to participate in leadership activities/teams.					
10	Teachers are encouraged to participate in leadership responsibilities to strengthen good relationship with school leaders.					
11	Principals are given incentives to invest time in their development.					
12	There are well defined methods for all types of work in the school.					

1. Your opinion on how do the teachers perceive the leadership effectiveness of secondary school leaders in Gurage Zone? -----

PART III: - The following questionnaire refers to factors that influence school leaders' effectiveness. Please, read carefully each item and mark a (√) under your response in the Colum provided using the following scales. Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

2. Factors that affect school leadership effectiveness. (For teachersand leaders)

No	Statements:	Score				
		1	2	3	4	5
1	Absence of manuals, job description guidelines which reveal the task of every unit of work in the school.					
2	Shortage of equipment facilities and different infrastructures.					
3	Large number of staff and students to manage.					
4	Teachers and staff readiness to assume additional responsibility and cooperate with leaders at work.					
5	Absence of adequate leadership training on the side of the leaders					
6	Low community participation in the secondary school					
7	Interference of higher authorities in the secondary school activities					
8	Inadequete of budget.					
9	Styles of leadership that the leaders exhibit.					
10	The leader encourage in built supervision within school.					

Please answer the following open ended questions briefly. (For teachersand school leaders')

1. According to your opinion, what are the major problems that leaders' face during their school leadership effectiveness?

PART IV The following questions are designed to find out possible solutions that might improve school leaders' effort in effectively utilizing appropriate leadership effectiveness in secondary schools of Gurage Zone.

3. Improve school leaders' leadership effectiveness. (For school leaders' and teachers)

No	Statements	1	2	3	4	5
1	School leaders Leadership tasks (roles and responsibilities) are widely distributed in the schools.					
2	School leaders have discretion over strategic direction setting.					
3	Frameworks exist that provide coherence and guidance on the characteristics, tasks and responsibilities of school leadership.					
4	School leaders have the knowledge and skills to use leadership skill effectively to improve school practice.					
5	School leaders are encouraged and supported to collaborate with schools teachers.					
6	Structures in schools encourage the development of leadership teams.					
7	Leadership development provision is offered throughout all stages in school leaders' careers.					
8	Talent is considered as important as seniority in considering promotion for teachers.					
9	Talent is considered as important as seniority in considering candidates for school leadership.					
10	Leadership development strategies focus on skills for strategic, financial and human resource management.					
11	Efforts are made to find the right candidates for initial leadership development.					
12	Leadership development strategies focus on skills for goal setting, assessment and accountability.					
13	Leadership development provision is designed to be coherent with a leadership development framework.					
14	Recruitment panels receive guidance and training for assessing the knowledge, skills and competencies of leadership candidates.					
15	A principal's salary is sufficiently greater than a teacher's salary.					
16	Teachers involved in any activities to accept responsibilities for goal setting.					
17	Opportunities for diverse career pathways are available to school leaders.					

1. What are possible solutions that might improve school leaders' effort in effectively utilizing appropriate leadership effectiveness in secondary schools of Gurage Zone?-----

APPENDIX B

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

You are kindly requested to give your response for each interview questions!

1. Name of the school-----woreda-----
2. Sex _____ 2. Age_____ 3. Level of education_____

Interview guide (for principals and supervisors)

1. How do the teachers perceive the leadership effectiveness of secondary school leaders in Gurage Zone?
2. What are the major problems that leaders' face during their school leadership effectiveness?
3. What do effective leaders focus on?

Focus group discussion

1. What do effective leaders focus on?
2. How do the teachers perceive the leadership effectiveness of secondary school leaders in Gurage Zone?
3. What are the major problems that leaders' face during their school leadership effectiveness?
4. What are possible solutions that might improve school leaders' effort in effectively utilizing appropriate leadership effectiveness in secondary schools of Gurage Zone?