

**PRACTICES AND CHALLENGES OF LEADING TEAM IN
SECONDARY SCHOOLS OF WEST HARARGHE ZONE,
OROMIA REGIONAL STATE**

MA THESIS

MASRESHA TAFESE

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**Practices and Challenges of Leading Team in Secondary Schools of West
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MasreshaTafese

MAY 2018

Haramaya University, Haramaya

POSTGRADUATE PROGRAM DIRECTORATE

HARAMAYA UNIVERSITY

As thesis research advisor, we hereby certify that we have read this thesis prepared under our guidance, by Masresha Tafese, entitled: “Practices and Challenges of Leading team in Secondary Schools of West Hararghe Zone, Oromia Regional State” and recommended that it be accepted as fulfilling the thesis requirement.

Aschalew Teshome Kebede (Assistant Professor)

Name of Major Advisor

Signature

Date

Wakgari Tasisa Duresa (Assistant Professor)

Name of Co-advisor

Signature

Date

As members of the Board of Examiners of the *MA* thesis open defense examination, we certify that we have read and evaluated this thesis prepared by: Masresha Tafese, and examined the candidate. We recommended that this thesis be accepted as fulfilling the thesis requirement for the degree of Master of Art in School Leadership.

Chairperson

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

Final approval and acceptance of the thesis is contingent upon the submission of its final copy to the Council of Postgraduate Program (CPGP) through the candidate's department or school graduate committee (DGC or SGC).

DEDICATION

The researcher dedicated this thesis to, his wife Alemwork Kinfu and his children Betelihem Masresha, and Adoniyas Masresha for their partnership in the success of his life.

STATEMENT OF THE AUTHOR

First, the researcher declares that this thesis is his original work and that all sources of materials used for this thesis have been properly acknowledged. This thesis has been submitted in partial fulfillment for MA Degree in School leadership in Haramaya University and is deposited on the university library to be made available to borrowers under the rules of the library. The researcher declares that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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Name: Maresha Tafese

Signature: _____

Date: May 2018

Department: Educational Planning and Management

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born on October, 27, 1979 in Harbro Woreda, West Hararghe Zone of Oromia Regional State. When the author was matured enough for education in 1989, he attended his primary and junior secondary school education at Gelmso Biftu Bari and secondary school education at Gelemso Secondary School in Habro woreda of West Haraghe zone respectively. After completing his secondary school education, the researcher was joined to Adama TTC in 1999, and graduated in History and Geography in 2002 and then he joined to Haramaya University in 2004 with summer program and graduated in 2007 with BED in History and Geography. After graduation, the author served for eight years as a teacher in Boke woreda secondary school and also served for six years as secondary school supervisor in this woreda respectively. Now, the author has been serving as an expert of Boke woreda Educational Office in West Haraghe Zone.

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ABBREVIATIONS AND ACRONYMS

CSA	Central Statistical Agency
EdPM	Educational Planning and Management
ICT	Information Communication Technology
MoE	Ministry of Education
NIUSI	National Institute for Urban School Improvement
PTSA	Parent Teacher Student Association
SIP	School Improvement Program
TDP	Teachers Development Program
WHZ	West Hararghe Zone
A	Agree
UD	undecided
DA	Disagree
ICT	Information Communication Technology
SIP	School Improvement Program
TDP	Teachers Development Program

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PRACTICES AND CHALLENGES OF LEADING TEAM IN SECONDARY SCHOOLS OF WEST HARARGHE ZONE, OROMIA REGIONAL STATE

ABSTRACT

This research focuses on studying the Practice and Challenges of Leading Team in Secondary Schools of West Hararghe Zone, as perceived by teachers and principals. In this study, descriptive survey design was used with quantitative and qualitative approaches. Among the 34 government secondary schools in the Zone, eight (23.5%) were taken as a sample by using stratified random sampling technique depending on periphery and center. The sample teachers, 90 (35%), were selected by using systematic random sampling technique. Additionally, 8 school principals, 11 vice principals, 27 department heads, 8 secondary school supervisor and 8 PTSA Chairs were selected by available sampling technique. The instruments of data collection were questionnaires, and semi-structured interview. The quantitative data were analyzed by using descriptive statistics and inferential statistics such as T-test to compare the two groups (teachers and school leaders). The qualitative data gathered were analyzed qualitatively through narrative. The finding of the study revealed that the school leaders were passive to practice teamwork in school. The school leaders were performing different tasks alone in school and did not create conducive environment for teamwork. Some of the challenges which affect the school leaders in leading team were weak participation of school leader and teachers in teamwork, lack of monitoring and evaluation from the woreda and zonal education bureau and lack of commitment and communication among teachers and school leaders. Making organized and participatory plan for teamwork, delegating responsibility, giving teamwork training and creating conducive environment for teamwork were some of the strategies that the principals used to develop effective teamwork in school. Furthermore, the study clearly showed that the concept of teamwork among team members is positively received, encouraging and may provide a sound foundation on which to leading team in school.

1. INTRODUCTION

This section presents background of the study, statement of the problem, research question, and objective of the study, significance of the study, delimitations and limitations of the study.

1.1. Background of the Study

Education is an important, determinant factor for overall development of the nation. It is the key to development (Tadese and Meaza, 2007). It has received increased attention in recent years because it is believed to be a long term determinant of sustainable development in Ethiopia. Now a day the need for education is highly increased. Based on this most of our country district has know a days at list two up to three secondary schools. These secondary schools are a place where young generation produced before they join to the higher institution. To produce the competent generation teamwork practice is the key instrument and developed by any circumstances at secondary school level. To perform this teamwork practice of teachers and students of the school should be oriented and organized to the practices that it resulted in the student performance (Aregay and Paul, 2006).

Teamwork is a broadly perceived concept Medwell (2009) status that teamwork is a gathering of workgroup of individual experts by prescribing purpose that having communication , cooperation , decision-making, knowledge and ability to work together in making work plans to accomplish the goal. It has become necessary to address the problem of teamwork in the school setting as schools continue to underperform due to the absence of teamwork. Ejimofor (2000) also argues that incompetency of school management team with no induction program conducted when they were appointed. Shelly, Francis, Leane and Williams (2004) state that teamwork process includes cohesion, communication and conflict management. They further define cohesion as the degree to which members of the team are motivated to remain on the team. Highly cohesive teams tend to have less absenteeism, highly involvement in team

activities and high level of member of coordination during team tasks. Therefore, team cohesion will positively predict team performance.

Creating an effective teamwork begins with assembling individuals with diverse skills and perspectives that will contribute to achieving school improvement goal. Visagie (2006) state that making teamwork in school takes more than individual efforts. Schools are using teams to accomplish many tasks. Teams may work on site based on decision making. For teamwork to be successful teams and individual team members, need to have clear, shared goal; a sense of commitment, the ability, access to need resources and skill and other elements of effective teams. While successful teamwork can be rewarding in itself, teamwork should focus on meeting the academic and social needs of all students of the school. Just as the school vision and mission should focus on student learning, team building, team planning and team developing should directed toward improving students outcomes. In addition ,many school leaders work in isolation, try to accomplish tasks alone and the responsibility of implementing new ideas full to individuals, working together in teams often is a more effective way to accomplish important tasks. (Peterson, 1993)

The ultimate goals of schooling are students learning. What they learn, however, depends on teacher's performance, which is the product of many factors, such as their commitment to professional growth, school environment and innovativeness. All these factors have connection, with the leader's action or inactions (. Additionally, the styles of leadership and the status that they act mainly in coordinating teamwork , in the school play vital role in increasing teachers effectiveness, improving students' learning achievement and in general ,contributing leaders' must address the challenges of meeting the needs of all learners. One way to improve practices is to create a school team that will structure and lead processes designed to transform teaching and learning (Hallinger and Murphy, 1996).

According to Fullan (2001)' the litmus test of all leadership is whether it mobilizes people's commitment to putting their energy in to actions designed to improve things or not." Further, Friend and Cook (2007) observe that " teaching most advocated structure

for implementing school reform initiatives” .Notational institute for urban school improvement (NIUSL, 2005) notes that, 'team leadership helps to facilitate rapid and structured changes. 'The status of teamwork, express the stage development where the ,select school leaders' and teachers addressee on the contemporary period of time .Teams become more efficient, with less conflict and more successful decision making by participating in training for effective team building. To overcome individuals resistance, to working together ,team member should learn from other, successful teams, read about another teams' accomplishments. Teams also can become self-aware and successful by learning about the stages of team development the positive and negative roles that can exist in teams. Teams' problem finding and problem solving skills and methods for avoiding and resolving conflict is an input for other team (Yukl 1989).

Hargreaves et al. (1991) states that teams decrease the effectiveness of the team and specifically its ability to make decisions (1) The time trade off in decision making, team decision making can take time away from working directly on classroom planning, Curriculum and instructional activities, (2) problems of group think and pressure to conform, and (3) the potential for increased conflict over decision-making.

MoE (2007) put that the practice and challenges of leading team is based on the achievement of school objectives and explained that poor performance of school, low quality of education, high dropout rates and high class repetition rates and low academic achievement of students are observed in the schools. Generally, this study, therefore, attempts, to explore the practices and challenges of leading team in secondary schools of West Harghe Zone, as perceived by teachers and principals and identify the major problems or challenges that affect leading team and suggest corrective measures to be taken.

1.2. Statement of the Problem

Teamwork in schools is a global concern. Teamwork is important components of effective management of teaching and learning in schools. Stroller et al. (2004) shows that poor performing schools function without the basic team requirements such as goal, which will define the teams direction, performance and commitment which the teams must have in order to achieve their goal and process which consists of all activities. The team must perform to accomplish its goal and resources which include time, materials, information, authority, creativity, and money and management support, leadership that must make sure that the team is moving forward towards its goal.

Lydian and Nasongo (2009) state that the practice of teamwork in the school plays an important role on school performance. To improve the school performance, the school management team needs to improve. This can be done by setting clear vision for the school and communicate this vision to learners, support its achievement by giving instruction, leadership, provision of resources and being visible in every part of the institution. For this reason, the school team is expected to work collaboratively as a team to support each other to realize the vision. Therefore, the school management team is expected to make sure that they understand their roles clearly. During their meetings, all team members should be given an opportunity to voice out their opinions; and criticism must be viewed as an opportunity to learn.

The main reason for studying this problem is the researcher's observation of school leaders' practices and challenges that hindered them in the practice of building and leading teams at the school level and the researcher's understand by his teaching experience that the school leaders have a gap to build and lead teams in secondary school of the research area. However, MoE is trying to alleviate educational leadership quality by up grading their educational level under EDPM department in summer and regular program and giving those training in recent innovation like that of ethics ICT ,SIP, TDP and teamwork (MoE, 2006).

In West Haraghe Zone leaders' may seek to apply teamwork in their schools. Because of using teamwork in the school creates good relationship among students, teachers and leaders'. This in turn leads to improving students' result or achievements. However, the prevailing conditions in West Haraghe Zone secondary schools seem that the use of teamwork method is non effective according to the researcher's observation and knowledge. On the other hand, in this zone, the school leaders are being criticized for their poor performance in promoting communication, facilitating condition for teamwork and involving the school community in school activities, and using different opportunities to solve challenges that they face during leading team in their schools.

Generally, on country wise, there are challenges that halt school leaders in the practice of leading team at secondary school level (MoE, 2007).In Oromia regional State in Arisi Zone , the study conducted by (Shimelis, 2015) concerning challenges of leading team in secondary schools stated that, there is weak perception such as lack of monitoring and evaluation of Educational experts, Lack of commitment and communication among staff members express as if the main challenges.

In West Hararghe Zone there was no research conducted on the practice and challenges of leading team in secondary schools, though the problem was presented. To solve this problem this research was conducted by the researcher. Additionally this study was different from the research that conducted by Shimelis, in that in research area, in the similarity of the problem in the whole Zonal secondary schools, in the criticizing of the whole Zonal secondary school leaders for their poor performance in promoting communication, facilitating conditions for teamwork and involving the school community.

1.3 Research Question

1. What is the status of leading team in secondary schools of West Haraghe Zone?
2. What is perception of school leaders' and teachers towards leading team in secondary schools of West Haraghe Zone?

3. What is the practice of school leaders in leading team in secondary schools of West Haraghe Zone?

4. What are the challenges faced by school leaders leading team in secondary schools of West Haraghe Zone?

5. What are the different mechanisms through which school leaders used to leading team in secondary schools of west Haraghe Zone?

1.4. Objectives of the Study

1.4.1 General objective

The general objective of this study is to assess the practices and challenges of leading team in secondary schools of West Haraghe Zone as perceived by teachers and principals.

1.4.2. Specific objective

The specific objectives of the study will be intended to:

1. Assess the status of leading team in secondary schools of West Haraghe Zone.
2. Analyze the perception of school leaders 'and teachers towards leading team in secondary schools of West Haraghe Zone.
3. Identify the practice of school leaders in leading team in secondary schools of West Haraghe Zone.
4. Identify challenges faced by school leaders' in leading team in secondary schools of West Haraghe Zone
5. Identify the different mechanisms that school leaders used to leading team in secondary schools of west Haraghe Zone.

1.5. Significance of the Study

The educational leaders may use the findings of the study to solve problems encountering in leading team. The study may addresses the gaps that the school leaders' currently practicing. Additionally, the study paved a way the school leaders' the manner through

which they can able to solve challenges that they faced in the process of team leading. Once the leaders' current activities and the intended activities were performed are identified, it is possible to take corrective measures and support leading team in school.

The study also used by teachers, students, supervisors and the community in the zone by providing awareness. Furthermore, the study may also serve as sound base for other researchers who study any problem related to factors that affect the school leaders' in building teamwork; in secondary schools anywhere in the region.

1.6. Delimitations of the Study

This study mainly focused on finding the factors that influence the effectiveness of school leaders' in developing teamwork in Oromia Regional State. The study also delimited only in eight district and eight secondary schools of west Harerghe Zone that represent the whole secondary schools found in the Zone.

There are many factors that affect the practice of leading team. These factors include organization of school structure, assigning personnel's in leadership position at different levels, policy implementation related to school functions and other bodies to be involved in education activities. However, this study was emphasized on factors that affect the school leaders' in leading teamwork with in secondary school. The sampling technique that the researchers used to conduct this research was stratified random, available and systematic sampling techniques.

1.7. Limitations of the Study

The major limitation encountered the researcher were some respondents did not return the questionnaire on time, lack of recent and relevant literature on the topic, especially on Ethiopian condition and workload of the researcher. The other one was some school leaders and supervisors were engaged in various meeting and it was not possible to get PTSA Chairs easily for an interview. Especially, some PTSA chairs did not come to school continuously. To solve this problem the researcher tried his best as much as possible to get the respondents to complete the study.

1.8. Operational Definition of Key Terms

Effective team: is a group of secondary school members that have a potential to achieve a common educational goal.

Secondary Schools: are in Ethiopian school structure, first cycle secondary schools that includes grade 9 and 10.

School leaders: are the highest-ranking administrations in schools those play multiple roles, school manager, instructional leader, and the leader of school reform in developing and implementing policies, programs, curriculum activities and budgets in a manner that promotes the development of student and staff members.

Teamwork: is a collaborative effort by member of secondary school groups who working together to achieve educational goal.

Team Leader is a person who provides guidance, instruction and leading to a group of secondary school staff members.

Team: is a group of people who play particular educational activities to sport / against another group of people.

1.9. Organization of the study

This thesis constitutes five major chapters. The first chapter contains the background of the study, statement of the problems, objective of the study, the significance of the study, the scope of the study, and limitation of the study. The second chapter reviews related literatures of the study. The third chapter of the study describes method of the study, subject of the study, source of the study, sampling techniques procedures and instrument of data collection and methods of data analysis. The fourth section contains the presentation, interpretation and analysis of the data. Finally, the fifth chapter contains the summary, conclusion, and recommendations. In additions to these, references, questionnaires checklist and other relevant documents are attached.

2. REVIEW OF RELATED LITERATURE

In this unit, important documents necessary for the study area to be consider in order to assess what would be done so far in the topic and to identify the research gaps. Besides, this unit serves as a theoretical frame work for data analysis and interpretation

2.1. Definition and Concepts of Team and Teamwork

There are numerous definitions of leading team and teamwork. The concept” team” has been widely used in different social science fields including anthropology, sociology, psychology etc; Hence, it has different definitions based on the field of study. Most scholars (Cardona and Wilkimson, 2006; Grayson 2012 Green Wood 2012; Thalane 2012; Medwell 2009), see a team as a group of individuals who come together to work cooperatively on a task in order to achieve a common goal. While, team work refers to the activities of a group of individuals which can include a effective communication and interaction among the team members to promote knowledge sharing, understanding of each other on personal level, helping others in achieving a level of perception, building a sense of unity in the team and working towards the achievement of common goal.

This study assumes that for teamwork to be effective, all team-based activities need to be based upon the needs of the school, the needs of individuals within the team and the needs of the team. Arguably, by articulating these three sets of needs within the team, real progress and development will take place within the school. Therefore, teamwork in schools can lead the school to success because it involves communication, effective coordination and division of workload amongst all members. Teamwork in school is also seen as small groups of people who work together, and thus communicate with each other, on a daily basis (Katzenbach and Smith, 1993).

According to Fine (2010), teamwork in school consists of time and resource commitment on the part of the team communication skills building, and senses of belonging or being part of something that works. Evidently, schools where teamwork is effective, educators enjoy their work, they feel that work matters, they interact with other educators or team members well, they view themselves as worthwhile individuals, and they are treated with

respect. However, schools where team talk about teamwork but do not actually practice it will lack support needed for success. What makes certain schools to succeed is that they practice their beliefs.

Buber (2007) suggests that team need to practice dialogue rather than monologue in their communication with those they care about. A team member practicing dialogue would speak openly and authentically, that is they would be who they are, rather than seeming to be someone they are not, but they would temper their being with care for others. As a result, they would engage in inclusion in that they would try to understand the experiences of their teammates. They would confirm, or value, though not necessarily approve of or agree with others. Teamwork in school also refers to group of people who interact with their teammates by listening and responding throughout rather than turning out of the conversation. It also means people or educational managers who do not seek power over their teammates but rather would insist on quality of all members (Mogotlane, 2006).

Steyn (2007) writes that it was traditionally assumed that only top managers had the competence to make decisions and that staff then had to carry these decisions out. Recently, however, there has been a move away from authoritarian models of decision-making towards more collegial views on the role relations between team and staff. In contrast, staff is now also regarded as capable of being part of the decision-making process in schools. Where leadership is shared in this way, teamwork is valued, and schools in which teamwork flourishes can be more effective than schools which are dominated by a single individual.

Dyer (2008) says that the emergence of the team idea can be traced back to the late 1920s and early 1930s with the now classic Hawthorne studies. These, among others, involved a series of research activities designed for an in-depth examination of what happens to a group of workers under various conditions. After much analysis, the researchers agreed that the most significant factor was the building of a sense of group identity, a feeling of social support and cohesion that came with increased worker interaction. Okumbe (2007) pointed out certain critical conditions which were identified for developing effective

work teams: The manager had personal interest in each person's achievement, He took pride in the record of the group, He helped the group work together to set its own conditions of work, He faithfully posted the feedback on performance, The group took pride in its own achievement and had the satisfaction of outsiders showing interest in what they did, The group did not feel they were being pressured to change, Before changes were made, the group was consulted, and The group developed a sense of confidence and can do it.

Thomas (2008) also conducted experiment in the early 1930s on teamwork, by studying relationships between productivity and work conditions. He examined the physical and environmental influences of the work place, and then moved on to the psychological aspects such as breaks, group pressure, working hours and managerial leadership. In his experiment, he discovered that relationship between workers" and their supervisors affected production. This finding is significant as in the school situation where teams are not in good relation, the school performance will be affected and there will be no quality of teaching and learning. Interestingly, he also discovered that workgroup norm significantly affects productivity, for example, if team set certain norms and standards for their school to achieve well, then they will need to practice those standards for the school to perform well.

Teamwork can be a very rewarding experience, but it can also be very frustrating. Whether it is rewarding or frustrating hinges on many factors which team should take note of. More recently, conceptions of educational leadership indicate that there is a move away from authoritarian leadership style to a more democratic mode of decision-making in schools. The idea that decision-making in schools should be moved to a lower possible level in an attempt to build quality schools not only relates to this shift in leadership style, but also plenty of scope for teamwork to flourish in schools (Thomas, 2008).

The existing new development seems to pose many new challenges to team members. Many of these challenges relate to the idea that schools can be improved through teamwork (Hayes, 2006). The notion of school management through teams, though not a

new phenomenon, is the re-organization of the education system. The concept was subsequently fleshed out in official documentation where the composition and the roles of school management teams were elaborated upon. From the philosophical perspective, team management is rooted in theories that stress participation, notably site based (school-based) management, teamwork and distributed leadership. According to Garner (2008), traditionally teams have not been heavily used in public schools. However, the tendency to use teams meaningfully in schools has been increasing, especially during the last two decades.

Many site-based management schools have made teams a key component of their school improvement efforts. Teams are also used extensively in a variety of special education settings. For example, Thomas (2008) explains that school accreditation is another area of education that has begun to recommend and advocate the use of teams as a means for bringing about school improvement. Thus, school accreditation plays an extremely significant role in the improvement movement. In addition to this, Okumbe (2007) argues that although human beings have interacted with one another since the beginning of time, the art and science of trying to deal with human relationships in complex organization such as school is relatively new. During the early days since the needs of people were not quite varied and the school population or enrolment was low, educators tended to work in small groups which were easily managed. The actual working conditions were very poor and yet they had to work for long hours so as to survive the harsh environmental conditions.

2.2. Importance of Teamwork in Schools

For students to achieve a comprehensive, well rounded education, integrated team work on several fronts is vital. Teamwork is necessary between leaders, between teachers and students, between teachers, and leaders, and among parents and educators. the more team work fundamental exhibited the more opportunity exists on students to learn the vital skills of compounds and collaboration (Bennis and Nanus,1995) According to Duker, (1997) teachers in many academic setting team up (co- teaching) to ensure continuity of instructions for students. As a team the teachers create a cross over educational

experience in which students of both educators have the opportunity to see how statistical information can be used in different disciplines.

Parents play a vital role in students education particularly during the formative years when teachers and parents act as team it can reinforce positive behaviors and learning skills develop in the classroom and practiced at home parents teachers team that communicate well and can share information about the student and help diverse ways to individualize learning approaches to best meet the students needs. For a team to be important in the school the role of school leaders is inevitable in facilitating the team work (Druker, 1997). Building team work in schools gives many importance directly or indirectly to activate the teaching learning process. According to Gorge N. Rote, (2006) the four importance's of team works are work efficiency, improved employee relations increased accountability and create learning opportunities.

2.2.1. Teamwork and Efficiency

Teamwork enables teachers to accomplish tasks faster and more efficiency then tackling teaching learning process individually. Cooperating together on various tasks, reduce workloads, for all employers by enabling them to share responsibilities or ideas. Team work also reduces the work pressure for every worker which allows him/her to be thorough in the completion of the assigned roles. In sharing ideas or responsibilities, every school leaders should have a role that suits his specialization. School leader also considers employees level of interest in the school work at hand which positively influences the importance of the output in accomplishing the task.

2.2.2. Improve Employee Relationship

Team work is important in an organization because it provides employees with an opportunity to bond with one another, which improves relations among them. Teachers who constitute a team working on a teaching learning process often feel team valued up on the successful completion of such tasks a situation in which all of them find a chance of to contribute towards the task improves a relations with in the team and enhance their respect to each other. Not only for teachers but all improved employee relations also

result from the fact that team work cohesion among members tends to increase trust among them.

2.2.3. Increase Accountability

Team work increases the accountability of every member of the team especially when working under school leaders who command a lot of respect within the school. Team members do not want to let each other down and hence do their best to contribute to the success of their teams. In contrast to working solo on team work peer pressure is high within teams such that in case of low morale are less likely to impact individuals. As the school owner you benefit productivity through efficient team work which may be completed well ahead of the deadline.

2.2.4. Learning opportunity

Operating team work in school is an opportunity from more experienced teachers. Team often consists of members who differ one another in terms of skills or talents. Working together is a great opportunity to acquire skills that an employee never had before hand. Generally, unlike working alone, team work affords people opportunity to challenge the ideas of each other and come up with a compromise solution that contributes to the successful completion of the project of the task.

2.3. Principles of Teamwork and Team Formation

The formation of team has its own criteria that are heterogeneity and homogeneity in the perspective of educational performance. However the team members should work efficiently, respects the values beliefs and options of others, relate and interact effectively with individuals and groups and they are willing to achieve their goal. Principles of Successful Teamwork and Team Competencies should have explicitly stated team goals. Each team member will be able to state the team's purpose and goals. All team members will have the opportunity to participate in annual strategic planning process. The school leaders are the center of all team activities and are active team members to achieve schools goals will be explicitly discussed at all individual. Professional roles must be

clearly defined and understood. All team members will have a role definition and this will be shared with team members and understand their role in individual team plans. Held among team members where roles overlap. (McNatt and Judge, 2004).

All team members should contribute to team function through constructive individual behaviors, including leadership. Team members will understand their own and other team member's communication styles. All team members will understand the indications for using specific team behavior and participate as facilitators for team meetings. There must be effective team communication across all work settings. All team members will be trained in effective school leader communication and personal communication style under stress. The team must have tools or strategies for the effective management of conflict. Begg's and Davi's (2009)

According to Begg's and Davi's (2009) team should have explicit rules about participation and decision making. Decisions will be made by "consensus" whenever possible team members will identify when a vote might be needed. When decisions are being discussed, all team members will have the opportunity to provide their opinion. Ground rules will be established. Team members will be knowledgeable of other group process techniques to ensure balanced participation. The team must be adaptable, responding to new challenges and conditions as they develop over time. The team is committed to trying new approaches to established problems.

In case of team formation, according to Tuckman. B.W and Jensen.M.A (1977) there are three types of team formation based on the number of size. Recommended size is a team that consists of (3- 12 members). A team of 5 -7 member is the best. Small teams 3 – 4 members is work faster and tend to produce results quickly, but there is less diversity. Teams that are greater than 7 or 8 members require an expert facilitator and the creation of sub teams to operate effectively. The potential for generating more ideas and more diverse. From the mentioned three types of team formation mostly the known type in secondary school is a 5 – 7 members team formation type of which is the best one.

In secondary schools context the formation of team has been based on the number of teachers and the subject that they taught. Subjects based on it's similarities and It's department. In most of our Zone secondary schools there are at least three departments, these are Social science, Natural Science and Language departments. Based on the team formation, in our zone one team contain minimum 1-5 members of teachers and maximum 1-7 member of teachers. The main use of this type of team formation for school leaders is to handle all activities of the school through the team.

2.4. Practices of Leading Team in school Context

The prerequisite of effective teamwork in a school requires an effective leadership, effective communication, participative decision-making and sharing of power and authority. The team should create opportunities for staff development and also establish good human relations. They must ensure that the plans of different teams complement each another in promoting school goals and distribute the work load evenly amongst the team (Moloko, 2006).

The team as a team that leads all school activities should also promote active and effective participation of the team members in decision-making. Notably, educators should feel that their opinions and suggestions are welcomed during staff meetings. The team should perceive educators' participation in teamwork not as favor, but as the educator's democratic right. During meetings, team should also level the decision-making field by ensuring that all educators have sufficient information on the topic under discussion.

Swart (2008) argues that the role of team in team leading consists of improving people and task-related skills. In addition, Prins (2007) explains that an effective leadership ensures that empowered environment is created which is characterized by different categories of team such as attitude to leaders, values and norms of educators, authority, staff identity, teaching standards, relations and attitudes of individuals with regards to people's feelings. Ideally, the team should provide educators with the forum where there is an interchange of information and the strengthening of relationships and the improvement of the school climate. Specific rules that relate to specific tasks need to be

clarified by the team as well as those that relate to the team. Mogotlane (2006) notes that teams should realize that the role they play in school is significant. Regardless of this role, they can never be solely responsible for the management of the school. They should realize that for school to achieve, excellent collective effort is needed. Involvement of team members in decision-making will help in achieving the school mission as well as the goals. Essentially, this will result in the taking up of the schools ownership by all team members.

Accountability Rossouw (2007) found out that excellent schools, like effective schools, do not just happen but are the result of visionary and value-centered leadership, strategic planning , systematic though and hard work. School leaders require a vision to lead their schools on the road to excellence. Only leaders with a vision of a better future for their school would succeed in implementing school improvement.

According to Botha (2003), leadership is the instrument through which a vision can be transformed into reality. Therefore, the school community can become committed to being the best they are capable of through responsible leadership which is visionary and value-centered. Transformation leads to a change in the way of thinking and the established behavioral patterns of a person. The responsibility of leadership to change rests mainly with the principal. However, the entire teaching staff should be involved in any school improvement initiatives, otherwise it cannot be successful.

The school leaders should not forget that educators possess unlimited potential which must be utilized to the advantage of the school. The school leaders should motivate and inspire educators to work to achieve excellent as well as to have high personal teaching aspirations. Therefore, a responsible, informed, dedicated leader regards it as his task to empower the team members and everybody in the school community for the challenges of a new era in South Africa. Nelly (2008) claims that leaders who practice teamwork in schools as those that do not have to do everything themselves. They are leaders that ensure that the group as a whole set goals and have a vision.

Moreover, the team must not take all the decisions themselves but must ensure that the necessary decisions are taken. Team leadership includes delegation of certain powers to other people, who have a clear understanding of what is expected of them. To add, Piercy (2010) contends that the vision and mission of the school need to be based on agreed, just and equitable values by the whole community. This suggests that members of the school community set objectives and ensure the implementation of common objectives. Consequently, team leaders need to stimulate others so that they can participate in the smooth running of the school. So, they need to be transparent, open, just, accountable and equitable.

As Loertscher (2010) emphasizes, an effective leader is able to influence team members, has the ability to persuade others and facilitate the group process. A leader is also sensitive to the needs of others and their level of participation. A team leader has the problem solving skills, quality of ideas, anticipation outcomes of alternatives and he is creative. The effective leader is also characterized by his general aptitude, interpersonal skills, flexibility, and the desire to learn.

In his investigation, Criss (2010) found out that school managers who want to promote higher levels of cohesion ask educators to have a say in the decision concerning the direction of team. A comprehensive team goal-setting program would not only involve all team members, but create a team vision that is owned by everybody. If everyone is empowered, and everyone buys into the same goal, unity will develop and be reflected by the school performance

2.5. Perception of Teachers and School Leader towards Teamwork

Teamwork amongst team members promotes joint responsibilities for their actions. So, decision-making power is increased through teamwork. Effective communication within the team is also promoted by teamwork (Schaubroek et al., 2007). Schools in general also benefit from teamwork. Schools set goals; vision and mission are realized through teamwork. Regular structured meetings amongst the team members contribute to team's success. Staff members in a school feel empowered; they co-operate and collaborate

through consultation. Problems can also be solved more creatively if the team functions as team rather than individuals (Van der, Mescht and Tyala, 2008).

On the other hand, benefits of teamwork in schools include stress reduction, and improved quality of relationships. When team members feel included in their team processes, the team becomes more flexible and more capable of adapting to new situations. Most importantly, when the team is tight and connected, team members work hard, not just for themselves but also for everyone around them. They feel loyalty to each other, as part of the performing organization and as if they are part of the family. This bond helps them hold together during any challenge (Vivian, 2010).

Teamwork in schools implies creation of an environment for shared responsibility, knowledge and both continuous professional and personal development. As Tondeur (2008) states, communication is the very means of cooperation. One of the primary motives for schools to implement teams is that team-based organizations are more responsive and move faster. A team or the school, in which it resides, cannot move faster than it communicates. Clearly, fast, clear and accurate communication is a hallmark of high levels of team performance (MacMillan and Schumacher, 2007).

Vivian (2010) suggests that common experience, along with a vast collection of research demonstrate that schools can expect a range of benefits to accrue when educators work together. Educator teaming can reduce educator isolation, increase collegiality, facilitate the sharing of resources and ideas, and capitalize on educators individual and shared strengths. And most recently, educators teaming have been discovered as an avenue toward educator learning and enhanced professional development that can subsequently lead to gains in learner achievement

Teamwork at school would help, to push the school to achieve the goals within the frame of determined time; by using knowledge of administration , by uniting physical and intellectual power of participants to be the same in teamwork (Catharine, 2009).

Arcaro (2005) also explicates that when the team work together, the mission and vision of the school is easily realized. They trust and respect each other and are all willing to invest in one another. Their team meetings are efficient and produce results. They work on the tasks that are consistent with the mission and vision of the school. Information is shared with all members and team activities are communicated to all staff members and conflict is anticipated and eliminated before it becomes divisive.

2.6. Challenges of Leading Team in School Context

There are many factors that affect the practice of leading team work. this factors include organization of school structure, assessing personnel's in leader position at different level, policy implementation related to school functions and other bodes to be involved in the education activities. Tondeur (2008) maintains that there are challenges in keeping the team together and these include keeping morale, trust, communication lines, good leadership and responsible membership at high levels. He also outlined the following as challenges and trends that can emerge in leadnig teamwork in schools:

2.6.1. The people who compose the team

Teamwork is not gathering people together and telling them what to do and what not to do. In fact, the essence of the construct is the coming together of different personas and making them work towards a common goal. The people in the team achieve unity after exercise of forming, storming, norming and performing. Most importantly, for the school to achieve its objectives, the team should set aside their personal differences and interests. There is also a challenge of feeling of ownership and accountability over the duties that they are to be undertaken. Some of the principals do not delegate some duties to relevant members, they see themselves as the owner of the whole school, which delays school progress and the submission date are not met. A vivid perspective of the objectives, commitment to the goals and an atmosphere of trust characterize any team. Above all, schools should have capable team who has full empowerment among themselves (Tondeur, 2008).

2.6.2. The people behind any effective team

If the success of the school is largely influenced by the quality of its team, the level of teamwork displayed by a team is influenced by the efforts of the team who compose it. Hence, any school principal who wish to be successful should encourage team to be effective in the planning stage and be open to ideas and positive feedback. There are specific qualifications for responsible team members. Every team member should genuinely care for each other, support and trust team members and share liability problems rather than blaming them for certain failures. Certain characteristics make effective team members stand out from the mediocre ones. They should be able to execute a plan through direction setting and team management, are conscious of the welfare of the team, have no favorites, are ready to work harder and set good examples for others (Tondeur, 2008).

2.6.3. Keeping team performance optimum

The first stage to creating a high impact team is skill levels assessment. This process results in the identification of training needs. Coaching, communication skills and team spirit activities are other tools essential in creating an effective team. As a result, it is essential for all team to be conscious of their respective roles in the team. After all, the achievement of school goals is highly dependent on the level of appreciation team members have regarding their responsibility to the school (MacMillan and Schumacher, 2001). Disloyalty to the team is another issue as team members might not share the same vision and then you will find the disruptive elements within the team. Lack of trust amongst team members can also be a challenge. Some principals clearly found it difficult to trust all team members as they believe the job may not be done the way they would like it, they may not get that personal satisfaction. Another challenge is seeing teamwork as time consuming as it takes time for team members to reach common opinion about something and issues that need urgent attention sometimes do not get it (Tondeur, 2008).

Hargreaves (2005) holds that some educators see teaching as an intimate act which is most effective and properly conducted when shrouded in privacy. According to Piercey (2010), the following practices are disliked by teachers, namely: Educators do not need to

be observed or watched while teaching as they think it inhibits performance; Educators prefer to work alone with a class of learners. The challenge is while working alone, how they will determine whether what they are doing is valid or invalid. Because they are used to working alone, they usually face strains due to the problem of managing and being managed; team members face personal and interpersonal tensions, differences of opinions, matters concerned with the definition of their tasks. Team members will have challenges of resolving practical issues such as finding time to plan with colleagues, conflict due to mismatches between their own ideologies and those of their colleagues; and team members may experience alienation due to the essentially marginal nature of the roles in which they find themselves. When team members do not work well together, schools can unfortunately experience the opposite effect such as lack of consensus, wasted meetings and meeting time, mediocre or poor execution of work tasks, and low morale.

2.7. Teamwork as a Tool for Improving Quality of Teaching and Learning

According to Begg's and Davi's (2009), team teaching involves a group of instructors working purposefully, regularly and cooperatively to help a group of learners of any age to learn. Ideally, educators in team teaching set goals for a learning area together, design work schedules, prepare individual lesson plans, teach learners and evaluate the results (ibid). Educators also share insight, argue with one another, and perhaps even challenge learners to decide which approach is better to improve teaching and learning. With team teaching, new educators may be paired with experienced educators to take them on board. As a result, innovations are encouraged, and modifications in class size, location and time are permitted.

Team teaching facilitates more interaction between educators and that may result in an improved quality of teaching and learning as teams model the respect for differences, interdependence, and conflict resolution skills (Okumbe, 2007). The team set the target for all learning areas concerning performance together, select common material for

educators to use, and also develop common test and examination for all learners as to improve performance.

According to Swart (2008), the quality of teaching and learning is improved when educators set sequence of topics and supplemental materials together, when they also give their own interpretations of the materials together and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated. In addition, team teaching can also offset the danger of imposing ideas, values and mindsets on minorities or less powerful ethnic groups. Essentially, educators of different backgrounds can culturally enrich one another.

Similarly, Visagie (2006) argues that teamwork improves the quality of teaching and learning as various educators approach the same topic from different angles, theory and practice, past and present, different gender or ethnic backgrounds. As a result, educators' strengths are combined and weaknesses are remedied. Most importantly, poor educators can be observed, critiqued and improved by other team members in a non-threatening, supportive context. The quality of teaching and learning is also improved as evaluation done by team of educators will be more insightful and balanced than the introspection and self-evaluation of an individual educator. Working in teams spread responsibility, encourage creativity, deepens friendships' and builds community among team.

The teams complement one another, share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. In addition, team teaching cuts teaching burdens and boost the morale of educators. Team teaching also improves the quality of teaching and learning as in an emergency one educator can attend to the problem while the other educator continues to teach. Therefore, sharing in decision-making bolsters self-confidence and as the team sees the quality of teaching and learning improving, their self-esteem and happiness grow.

Education is described by Okumbe (2007) as a highly results-oriented (achievement oriented) discipline, in the sense that prospective educators and learners are judged by the grades on their certificates. This implies that educational managers must strive to enhance achievement motivation to educators and learners so as to provide quality education. The provision of quality education in schools has become the main concern for all stakeholders. In his study, Sili (2006) revealed the effectiveness of teacher teamwork, in the restoration of the culture of teaching and learning. He further explains that, the utilization of teams in schools has positive results for both educators and learners. Educator's teamwork has proved to be a panacea to educators who have previously worked in isolation. Such educators are ensured of group synergy. Principals should play a vital role in fostering teamwork culture at schools.

Visagie (2006) elucidates that the greatest challenge for schools is to break the isolation of teachers in the classroom and to guide them to engage spontaneously in team teaching with their peers. While there are numerous barriers to team teaching, the benefits are such that they far outweigh the barriers. Potentially, team teaching can assist educators and team to overcome uncertainties, improve quality of teaching and learning and establish their school as a strong centre for learning.

According to Arcaro (2005), teamwork can enhance quality management in schools as effective teams utilize resources more effectively, increase school effectiveness, improve the quality of educational programs and create better learning and working environments. In addition, Donaldson (2006) argues that there are direct benefits for learners and educators for working in teams and that teamwork is essential in building a professional culture in schools. When the team conduct meetings together, where they discuss issues pertaining curriculum, giving educators necessary support and development on the performance, teaching and learning will defiantly improve. To improve the quality of teaching and learning, the team must also conduct workshops where school managers will guide educators on the new development in education, more especially in the related learning areas. By so doing, educators will feel empowered, motivated and the quality of teaching and learning will inevitably improve.

As the team share information about learners, teaching and learning and their roles as managers, they become more effective and the school benefit. As educators learn to work together, they become more efficient and professional educators and the quality of their work with one another and the learners is enhanced. The best weapon teams have against uncertainty and change in education is working together. For the quality of teaching and learning to be improved, teams must also share values and goals, educators must be given time to reflect and to work together and learners must be taught to work collaboratively and to focus on issues of curriculum and instruction. The quality of teaching and learning is enhanced if decision-making power and strategic autonomy are held by those closest to learners, educators and parents (Swart, 2008).

Interestingly, Jorge (2010) observes that team teaching produce several pedagogical and intellectual benefits, including the development of dynamic, interactive learning environment, creation of a model for facilitating the teaching of critical thinking within or across the learning areas and establishment of new approaches and current issues in the learning area. Educators working together can promote quality of teaching and learning because they are able to share topics or chapters in the learning areas they offer. In team teaching, educators feel free to take those chapters that they are comfortable with and that is better compared to teaching individually as it enhances learner performance. During team teaching, educators are able to share skills, as one educator may be skilled at building morale, stimulating enthusiasm, or building confidence, and all skills shared together may be improved the quality of teaching and learning.

Current educational reforms are extensive and far reaching. For example, Visagie (2006) reports that educator generally feels insecure and uncertain about the implementation of these reforms. Team teaching can assist principals and educators to overcome uncertainties, improve teaching practices and establish their school as a strong centre for learning. School where team teaching exists, educators experience low absenteeism, commitment and self-discipline. Educators strive towards educating learners to accept authority and discipline as well as learner's that are committed and motivated and that will improve the quality of teaching and learning. Through effective teamwork opportunities are created for every learner to develop to their full potential (Botha, 2003).

Against the above background, research confirms that teamwork can improve the quality of teaching and learning in school as different workloads within the school, which has connection with each other both major systems and supporting systems, the school has to determine working team responsible for each system to jointly determine goals, plan for the work, design evaluation and improve their work (Senior, 2002). This may be done by sharing learning areas, consulting, discussing and relying on one another.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the description of the study area, research design, sources of data, population, sample size and sampling techniques, instruments of data collection, procedures of data collection, methods of data analysis and ethical consideration.

3.1. Description of the Study Area

The study was conducted in eight selected secondary schools in West Haraghe Zone of Oromia Regional State that located in the Eastern part of Ethiopia. It bounded: In the West by Arisi Zone, in the North by Afar Zone, in the East by East Haraghe Zone and in the South by Bale Zone. The capital city of the Zone is Chiro and located about 326 km from Addis Ababa to its Eastern direction. West Haraghe is one of the 20 Zones of Oromia Regions with recently founded of Western Gujii and Genno Bedele Oromia Zones. Based on the 2007 censuses conducted by the CAS, the total population of the Zone is 1,787,086, within an estimated area of 17,552.23 square kilometers. This Zone was divided in to 15 Woredas and 2 administrative towns. Coffee and Chat is the backbone of farmers' income as cash crops with significant agricultural and pastoral areas supporting of lively hood of the majority of the population. The current Zone Education Office statistics shows that there are 34 secondary schools with total student population of 13,224 male 6,860 female total 20,084 and 12 preparatory schools with an enrollment of student population 2635 male 790 female total 3425 students. The Zone has also 615 primary schools with 266,507 male, 609,332 female and total enrollments of 342,825

3.2. Research Design

Descriptive survey design was used with the assumption that it was helped to explore and reveal the existing situation of the practice and challenges of leading team in secondary schools of West Hararghe Zone. The Quantitative and qualitative data was used for the necessity of the topic that need detail investigation of facts and opinion. The researcher employed descriptive survey method because it is suitable for describing the characteristics of individuals or groups, institutions, present situation, narrating facts and investigating phenomena in the natural setting (Koul,1997). Thus, descriptive survey approach was employed in the study.

3.3. Sources of Data

3.3.1. Primary sources of data

Primary data was collected from the sampled school principals, vice-principals, unit leader's department heads, PTSA chairs, supervisors and teachers of secondary schools.

3.3.2. Secondary sources data

The secondary sources of data were obtained through documents like guideline about teamwork and group formation strategy.

3.4. Population, Sample Size and Sampling Techniques.

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron and Coups, 2008). Therefore, the populations of the study were all school leaders and teachers in secondary school of West Hareghe zone. There are about 17 woredas and 34 secondary schools (grade 9- 10) in West Hareghe zone, out of this 8 woredas, 8 secondary schools, 8 principals, 8 Supervisors, 8 unit leaders, 11 vice principals, 8 PTSA Chairs, 27 department heads and 258 teachers were selected as a target sample. The researcher was used both probability and non –probability sampling techniques. The stratified random sampling and systematic random sampling techniques were used for the selection of schools and teachers. While, the available sampling technique. Used for school leaders.

Accordingly, Out of 34 secondary schools of WHZ, 8 of them were selected using stratified random sampling depending on their peripheral and central nature which makes schools different in accessibility and facilities used in the school in support of teaching and learning activities. From these 8 secondary schools, Boketiko, kurfa, Doba and Hardim found as peripheries, while Bedessa, Gelemso, Gemechis and Hirna found centrally. The principals, vice-principals, department heads, unit leaders, PTSA and supervisors were selected using availability sampling techniques and teachers were selected using Systematic random sampling techniques by giving 35% equal chance for each sampled school teachers. This further summarized in Table 1 below.

Table 1; summery of selected schools, population, sample and sampling techniques

Name of schools	Supervisors			Unit leaders			Principals			Vice principals			PTSA Chairs of the School			Department Heads			Teachers			Total population	Sampling size
	Populatio n	Sample	%	Populatio n	Sample	%	Populatio n	Sample	%	Populatio n	Sample	%	Populatio n	Sample	%	populatio n	Sample	%	Populatio n	Sample	%		
BokeTiko	1	1	100	1	1	100	1	1	100	1	1	100	1	1	100	3	3	100	28	10	35	36	18
Bedesa	1	1	100	1	1	100	1	1	100	2	2	100	1	1	100	4	4	100	40	14	35	50	24
Gelemso	1	1	100	1	1	100	1	1	100	2	2	100	1	1	100	4	4	100	42	15	35	52	25
Hardim	1	1	100	1	1	100	1	1	100	1	1	100	1	1	100	3	3	100	22	8	35	30	16
Hirna	1	1	100	1	1	100	1	1	100	2	2	100	1	1	100	4	4	100	44	15	35	54	25
Gemechis	1	1	100	1	1	100	1	1	100	1	1	100	1	1	100	3	3	100	30	10	35	38	18
Doba	1	1	100	1	1	100	1	1	100	1	1	100	1	1	100	3	3	100	36	13	35	44	21
Kurfa	1	1	100	1	1	100	1	1	100	1	1	100	1	1	100	3	3	100	16	5	35	24	13
Total	8	8	100	8	8	100	8	8	100	11	11	100	8	8	100	27	27	100	258	90	35	328	160
Stratified random Sampling	Available Sampling Technique																		Systematic random sampling				

3.5. Tools of Data Collection

3.5.1. Questionnaire

Questionnaire was prepared in order to collect data from teachers and school leaders (principals, Vice principals, department heads, unit leader and supervisor). The items were prepared in five point Likert scale. The questionnaire was prepared having two main parts. Part one of the questionnaire focused on respondents' personal information. Part two prepared on **five (5)** questions that focused the research topic. These were, the status of school leaders towards teamwork, the perception of school leaders toward building and leading teamwork in the school context, the practice of school leaders in building and leading team, , major challenges faced by school leaders in building and leading teamwork and mechanisms that school leaders used to build team in secondary schools of west Haraghe zone. The questionnaire contained both close and open ended questions to obtain adequate information as much as possible. Questionnaire was prepared in English language for both leaders and teachers respondents. For PTSA Chair respondents the questionnaire was translated into Afan Oromo.

Before the actual data collected, pilot test was conducted to check validity and reliability of the questionnaires and distributed to the respondents of the selected school. For this purpose, Chiro and Mechara Secondary Schools were purposively selected since it is nearest to a researcher working place. The questionnaires were given to senior and experienced colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and tried on 14 secondary school teachers' and 6 school leaders. Then, some of the questions were refining. 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 Drost (2004), if the result of Cronbach's alpha coefficient is 0.7 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

Table 2. Reliability test results with Cronbach's alpha

No	Variables	Number of Items	Cronbach alpha
1	Perception of school leaders towards building and leading teamwork	10	0.982
2	The status of teamwork in secondary schools of west Haraghe zone	10	0.980
3	The practice of school leaders in building and leading teamwork	10	0.991
4	Challenges faced by School leaders in building and leading teamwork	9	0.991
5	Mechanisms that Created to School leaders in building and leading teamwork	5	0.995
Average reliability result		44	0.995

3.5.2. Interview guides

Interview was the other data collected tool used in this study. During this practice the researcher was used Tape recorder; Video recorder and other procedural treatments to transmit real information. Additionally, Semi-structured interview was prepared to get supplementary information to triangulate the information obtained from the questionnaire.. The grammatical and conceptual accuracy of the items were checked by English language teachers from the sample schools. Eight PTA chairs were chosen from the eight secondary schools by using availability sampling techniques. Questions for the interviewees were prepared in English language and also translated in to Afaan Oromo.to be simple for PTA who used Afan Oromo as a mother language.

3.6. Procedures of Data Collection

Following the pilot test, the questionnaires were distributed to all the samples identified for the study by data collectors that were identified by the researcher. Before the distribution of questionnaires, orientation was given for all sample respondents .in order to avoid non responded items and error. Concerning interview, time and place for interview was planned by the agreement of the interviewee and interviewer and administered. Generally, the researcher tried to triangulate interview questions analysis to ensure the reliability and appropriateness of the data.

3.7. Methods of Data Analysis

For this study, both qualitative and quantitative data were gathered. Concerning the statistical tools, descriptive statistics of frequency, percentage and inferential statistics T-test at 0.05 level of significance to compare the teachers and school leaders were used to analyze quantitative data. Frequency helps to identify a number of respondents' responses for a given specific items while percentage helped the researcher to analyze and interpret the collected data. T-test was used to see the comparison among the responses of respondents (teachers' and school leaders'). Qualitative data from interview analysis were analyzed verbally by using interpretations, conceptualization and descriptions.

3.8. Ethical Considerations

Ethical permission was obtained from the respected Haramaya University; a formal letter was submitted to all the concerned bodies to obtain their co-operation. The interviewers, who were educated, got informed written consent from the study subjects prior to the study. Moreover, all the study participants were informed verbally about the purpose and benefit of the study along with their right to refuse. Furthermore, the study participants were reassured of confidentiality by explaining to them, their name and other identifier of their status would not be documented in the questionnaires and the information was kept confidential that no one had opportunity to see the response except the researcher and the information they provided was not be used for anything other than research purpose

4. RESULTS AND DISCUSSION

This section deals with analysis and interpretation of data. The points included in this part covers: characteristics of respondents, status of teamwork in secondary schools, the practice of school leaders in building and leading teamwork, the perception of school leaders toward building and leading teamwork in the school context, major challenges faced by school leaders in leading teamwork and mechanisms created to school leaders in building and leading team and teamwork.

The data was presented in tables and analyzed using appropriate statistical tools such as percentages, frequency and t-test. Moreover, a total of 152 copies of questionnaires were distributed to the subject of the study. From this, out of 90 teachers, 88 (97.7%) of them had turned back their questioner paper to the researcher and out of 62 school leaders 60 (96.7%) school leaders completed and turned back their response to the researcher. Further, 8 PTSA chairs took part in the interview.

4.1. Characteristics of the Respondents

Under this sub topic, sex, age, experience and educational backgrounds of the respondent were presented. The following table shows the distribution of respondents' characteristics by their sex, age, work experience and educational backgrounds.

Table 3. Background Characteristics of the Respondents

N o	Variables	Respondents				
		Teachers		School Leaders		
		<i>F</i>	%	<i>F</i>	%	
1	Sex	M	70	79.5	54	90
		F	18	20.5	10	
2	Age	20-25	9	10.2	7	11.7
		26-30	65	73.9	38	63.3
		31-35	9	10.2	9	15
		36-40	5	5.68	6	10
		Above40		-	-	-
		1-5	37	42	21	35
3	Experience	6-10	26	29.5	20	33.3
		11-15	18	20.5	10	16.66
		16-20	4	4.5	6	10
		Above 20	3	3.4	3	5
4	Educational level	Diploma	2	2.3	-	-
		BA/BSC/Bed	80	90.9	54	90
		MA/MSc/Med	6	6.8	6	10

Note: Own Survey, 2017 M=Male, F= Female

f=frequency, % = Percent From table 3, item 1, most of the teachers, 70(79.5%) were males and the remaining 18(20.5%) were females; and out of 60 school leaders, 54(90%) were males and 6(10%) were females. From this data, it is possible to say that, the majority of respondent were males or female employees were fewer in number. This shows, there is low female participation in secondary school educational practice. Hence, there is a need to encourage females to the profession of teaching in secondary schools of West Hararghe Zone.

Item 2 of table 3, revealed that the age of participants particularly, teachers and school leaders ranges from 20-25 are 9 (10.2%) and 7 (11.66%) respectively. The largest group which covered 65(73.9%) contained teachers whose age ranges between 26-30 years of

age. On the contrary, the school leaders covered 38(63.3%) with same range of ages. With 31-35 years of age there were 9(10.2%) and 9(15%) of teachers and school leaders group respectively. Hence, this indicates that at this age level, both teachers and school leaders have sufficient experience for leading team work.

As table 3, Item 3, the work experience of the respondents, 1-5 years of experience the frequency of respondents as a secondary school teacher as well as the school leaders were found to be 37 (42%) and 21 (35%). Similarly, teachers who have 6-10 years of experience would cover the frequency of 26(29.5%) and school leaders having the same years of experience laid on the frequency of 20 (33.3%). Teachers that have 11-15 years of experience covered 18 (20.5%) and the school leaders also had a frequency of 10(16.66%). Teachers that have 16-20 years of experience covered 4 (4.5%) and the school leaders also had a frequency of 6(10%). The smallest frequency seen was teachers' and school leaders' years of experience ranging above 20 which respectively covered 3 (3.4%) and 3 (5%). Therefore, at this experience level, teachers are expected to be well induced and would have enough experience to be responsible for their job.

According to item 4 of table 3, 80(90.9%) teachers and 54 (90%) school leaders were first degree holders and 6(6.8%) of teachers and 6(10%) of school leaders had MA in various field of study. From this data, it can be concluded that the secondary school teachers and school leaders able to regulate and monitor quality education for students in general and offering important information for this study in particular leading team work.

4.2. The Status of leading Team in secondary schools of WHZ

This section assessed the status of leading team in secondary school of west Hararghe.

Zone The results presented from the respondents in Table 5 below.

Table 4a: Teachers and School leaders' responses on the status of leading team in secondary school of west Hararghe zone

No	Items	Scale	Teachers		\bar{x}_1	SD ₁	School Leaders		\bar{x}_2	SD ₂	t Value	P Value
			F	%			F	P (%)				
1	The school leaders know the benefits of leading team in school	A	12	13.63	2.37	1.03	35	58.33	3.33	1.31	4.96	.000
		UD	24	27.27			9	15				
		DA	52	59.09			16	26.66				
2	The school leaders promote professionalism through teamwork	A	18	20.45	2.48	1.12	42	70	3.69	0.99	6.66	.000
		UD	18	120.45			9	15				
		DA	54	61.36			9	15				
3	School leaders have enough knowledge in leading team	A	16	18.18	2.43	1.03	35	58.3	3.2	1.3	3.63	.000
		UD	17	19.3			9	15				
		DA	55	62.5			16	18.3				
4	Leading by a team is embraced to teachers with their own need in the school	A	57	64.77	3.52	1.05	32	53.3	3.61	1.21	0.37	.713
		UD	13	14.77			8	13.3				
		DA	18	120.45			20	33.33				
5	Essential leading team is important to achieve a common goals	A	59	67.04	3.55	1.05	41	68.33	3.53	1.12	0.13	.895
		UD	13	14.77			6	10				
		DA	16	118.18			13	21.66				
6	Participative teaching is promoted through teamwork	A	54	61.36	3.44	1.08	37	61.66	3.35	1.20	0.49	.624
		UD	17	19.3			6	10				
		DA	17	19.3			17	28.33				
7	Developing sharing schedule between school leaders and school teachers	A	22	25	2.45	1.24	41	68.33	3.63	1.28	5.58	.000
		UD	15	17			7	11.66				
		DA	51	60			12	20				

As can be observed from item 1 in table , 4a above, the majority 52 (59.1%) of teachers disagreed that the school leaders know the benefits of teamwork in school and the mean score of teachers for this item is 2.37 (disagree) which shows low knowledge of school leaders towards the benefits of teamwork. But for the same item of the table above, 35 (58.2%) of the school leaders agreed that he school leaders know the benefits of teamwork in school and their mean score is 3.33 (fairly agree) which showed medium knowledge of school leader towards the benefits of teamwork. Additionally, the calculated t-value (4.96) was greater than the critical value (1.96) at $\alpha=0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating the item and at P-value $0.000 < 0.05$, it shows difference in idea b/n the two groups. But in the open ended part of the questionnaire most supervisors response supported the teachers' opinion that the majority of school principals having low knowledge towards the benefits of teamwork. This implies that leaders of secondary schools of West Harerghe Zone were lack of knowledge in benefits of leading teamwork.

With regard to item 2 of table 4a, the majority, 54 (59.1%) of teachers disagreed that school leaders promote professionalism through teamwork and their mean score is 2.48 (disagree) which showed low performance of school leaders in implementing strategy through which teachers can acquire appropriate teaching method promote professionalism through teamwork. But, for the same item, 42(69.9%) of the school leaders agreed that, the school leaders promote professionalism through teamwork and their mean score is 3.69 (agree). Additionally, the calculated t-value (6.63) was greater than the critical value (1.96) at $\alpha=0.05$ and at P- value $0.000 < 0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. Regarding this idea the interview that conducted to Boke Tiko secondary school PTSA chairs indicate that, school leaders not promote professionalism through teamwork and in active manner as the rule of team management. This reiterated teachers from teamwork and does alone.

In reaction to item 3, of table 4a, the majority, 55 (62.5%) of teachers disagreed that school leaders have enough knowledge in building and leading teamwork and their

mean score is 2.43 (disagree) which showed low performance of school leaders in building and leading team and teamwork. But, for the same item, 35 (58.3%) of the school leaders agreed that the School leaders have enough knowledge in building and leading teamwork and their mean score is 3.2(fairly agree) which indicated medium performance of school leaders. Additionally, the calculated t-value (3.63) was greater than the critical value (1.96) at $\alpha=0.05$ and at p-value $0.000<0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating it. However, from the open –ended questions analysis from both groups indicated that most school leaders did not have enough knowledge in building and leading team.

As can be noticed in item 4 of table 4a, the majority, 57 (64.8%) of teachers and 32 (53.3 %) of school leaders agreed that Leading by a team is embraced to teachers with their own need in the school and their mean score is 3.52 and 3.61 respectively. Additionally, the calculated t-value (0.37) was less than the critical value (1.96) at $\alpha=0.05$ as well as at p- value $0.713>0.05$ which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item

In reaction to item 5 of table 4a, the majority, 59 (67.04%) of teachers and 41 (68.32%) of school leaders agreed that essential team building is important to achieve a common goals and their mean score is 3.55 and 3.53 respectively. Additionally, the calculated t-value (0.13) was less than the critical value (1.96) at $\alpha=0.05$, additionally at P-value $0.895>0.05$ which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item

As can be observed in item 6 of table 4a, the majority, 54(61.35%) of teachers and 37 (61.66%) of school leaders agreed that participative teaching is promoted through teamwork and their mean score is 3.55 and 3.53 respectively. Additionally, the calculated t-value (0.49) was less than the critical value (1.96) at $\alpha=0.05$ as well as p-value $0.624>0.05$ which shows that there is no stistical significant difference between the opinions of teachers and leaders in rating it .

Table 4b; Teachers and School leaders' responses on the status of team leading

No	Items	Scale	Teachers		\bar{x}_1	SD ₁	School Leaders		\bar{x}_2	SD ₂	t value	P value
			F	(%)			F	(%)				
8	Promoting flexible time schedule for teamwork	A	23	26.13	2.43	1.17	40	66.66	3.63	1.08	6.29	0.933
		UD	6	6.8			11	18.3				
		DA	59	67			9	15				
9	School leaders have awareness concerning building and leading teamwork	A	15	17	2.36	1.06	44	73.3	3.68	1.07	7.41	0.000
		UD	14	15.9			7	11.6				
		DA	59	67			9	15				
10	School leaders invested their time to build teamwork	A	19	21.5	2.44	1.11	37	61.6	3.55	1.15	5.84	0.000
		UD	13	14.77			11	18.3				
		DA	56	63.63			12	20				

\bar{x}_1 = indicate the mean of teachers. \bar{x}_2 = indicate the mean of leaders. SD₁ = standard deviation of teachers, SD₂ = standard deviation of school leaders, t = t-value at $\alpha=0.05$ level of significance, f = Frequency, A = Agree, UD = Undecided, DA = disagree

As can be witnessed from item 8 of table 4b, the majority, 59 (67%) of teachers disagreed that promoting flexible time schedule for teamwork and their mean score is 2.43 (disagree) which showed low performance of school leaders in promoting flexible time schedule. But for the same item, 40(66.7%) of the school leaders agreed that promoting flexible time schedule for teamwork and their mean score is 3.63 (fairly agree) which indicated medium performance of school leaders. Additionally, the calculated t-value (1.08) was less than the critical value (1.96) at $\alpha=0.05$ and as well P-value 0.933 > 0.05 which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. Regarding this idea, the written open-ended questions response of majority supervisors expressed that most school principals didn't developed and promoted flexible time schedule for teamwork.

As indicated in table 4b, Item 9, 59 (67%) of teachers disagreed that School leaders have awareness concerning building and leading team and their mean score is 2.36 (disagree) which showed low performance of school leaders in building and leading team and

teamwork. But for the same item, 44 (73%) of the school leaders agreed that School leaders have awareness concerning building and leading team and their mean score is 3.68 (agree) which showed high achievement School leaders concerning building and leading team. Additionally, the calculated t- value (7.41) was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000<0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. Supporting teachers' view, Gemechis, Bedesa and Gelemso, PTSA chairs said that, "if school leaders and teachers would have good awareness to build and lead team in the school, the school seceded with the overall educational achievement.

In reaction to item 10 of table 4b, the majority, 56 (63.6%) of teachers disagreed that School leaders invested their time to build teamwork and their mean score is 2.44 (disagree) which showed low performance of school leaders and not invested their time to build and lead teamwork. But for the same item, 37 (61.6%) of the school leaders agreed that School leaders invested their time to build teamwork and their mean score is 3.55(agree) which indicated high performance of school leaders with investing their time to build and leading team. Additionally, the calculated t-value (5.84) was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000<0.05$, which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. For this item most PTSA chairs responded that when interview conducted them ' had it been school leaders invested their time to build and lead teamwork there was a radical change in students educational result and ethical value'' Therefore, we recognize from the above two antagonistic response school leaders did not invested their time to build and lead teamwork in the study Zonal area.

4.3 .School Leaders Effort in Leading Team as Perceived by Teachers and School Leaders

Table 5a. Teachers and School leaders' responses on the Perception of school leaders towards leading team

N o	Items	Scale	Teachers			SD ₁	School Leaders			t value	P - value	
			F	%	\bar{x}_1		F	%	\bar{x}_2			SD ₂
1	School leaders play · equal role in the practice of leading team	A UD DA	18 17 53	20.13 19.3 60.22	2.44	1.16	43 7 10	71.6 11.6 16.6	3.76	1.07	6.99	.000
2	School leaders · motivate teachers in leading teamwork	A UN DA	19 13 56	21.5 14.77 63.59	2.45	1.10	44 9 7	73.3 15 11.6	3.73	0.93	7.35	.000
3	6. Teachers · not much interested in team work	A UN DA	48 12 28	54.54 13.6 31.8	3.27	1.24	32 4 24	53 6.7 40	3.56	1.18	1.43	.153
4	School leaders like · leading teamwork	A UN DA	17 15 56	19.3 17 63.63	2.46	1.08	44 4 12	73.3 6.6 19.9	3.62	1.10	6.29	.000
5	School leaders · have an interest in leading teamwork	A UD DA	23 9 46	26.13 10.2 52.27	2.48	1.12	32 - 28	53.33 - 46.6	3.10	1.27	3.07	.02
6	School leaders see · teamwork as a difficult job	A UD DA	13 18 57	14.77 20.4 64.77	2.40	1.03	34 9 17	56.6 15 28.3	3.35	1.20	5.07	.000
7	School leaders have · more awareness to practice teamwork than teachers	A UD DA	16 16 56	18.1 18 63.6	2.42	1.03	40 11 9	66.6 18.3 14.9	3.63	1.08	6.64	.000

\bar{x}_1 = indicate the mean of teachers, \bar{x}_2 = indicate the mean of leaders, SD_1 = standard deviation of teachers, SD_2 = standard deviation of school leaders, t = t-value at $\alpha=0.05$ level of significance, f = Frequency, A = Agree, UD = Undecided, DA = Disagree, $\%$ = percent

As table 5a, item 1 indicated, the majority, 53 (60.2%) of teachers disagreed that School leaders play equal role in the leading team and their mean score is 2.44 (disagree) which showed low performance of school leaders in play equal role in the practice of leading team. But for the same item, 43(71.6%) of the school leaders agreed that School leaders play equal role in the practice of leading team and their mean score is 3.76 (fairly agree) which indicated medium performance of school leaders. Additionally, the calculated t-value (6.99) was greater than the critical value (1.96) at $\alpha=0.05$ and as well as at P-value $0.000 < 0.05$. It shows that there is significant difference between the opinions of teachers and school leaders in rating the item. Regarding playing equal role of school leaders (MacMillan and Schumacher, 2007) generalized by stating as follows; the practice of building and leading teamwork use implementing and organizing teachers' development in school to motivate teaching techniques apply curricula taught fully, and be creative in developing practicing teamwork.

In item 2 of table 5a, the majority, 56 (63.63%) of teachers disagreed that School leaders motivate teachers in leading team and their mean score is 2.45 (disagree) which showed low performance of school leaders in motivating teachers in leading teamwork. But for the same item, 44(73.3%) of the school leaders agreed that School leaders motivate teachers in leading team and their mean score is 3.73 (fairly agree) which indicated medium performance of school leaders. Additionally, the calculated t-value (7.35) was greater than the critical value (1.96) at $\alpha=0.05$ and at P- value $0.000 < 0.05$ of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. So school leaders' not sufficiently motivating teachers for leading team.

Universally, had it been motivating teachers through rewarding and enhancing them for a better result could able to brought a better result in the school, most of the time school

leaders not practiced this action in the school to motivate teachers in leading team. Therefore, as the result revealed, secondary school leaders of study area were not sufficiently motivating teachers and this may affect the teaching learning process which has a direct relation to school improvement of the school. Supporting this idea, (Vivian, 2010) explained that effective school leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

In reaction to item 3 of table 5a, the majority, 48(54.5%) of teachers and 32 (53.3 %) of school leaders agreed that teachers not much interested in teamwork and their mean score is 3.27 and 3.56 respectively. Additionally, the calculated t-value (1.43 was less than the critical value (1.96) at $\alpha=0.05$ and at P –value $0.061>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item. To conclude, it as it practically, seen in most schools of the study area, teachers hate leading team work and they want to practice their job alone and computed to each other.

As can be observed in item 4 of table 5a, the majority, 56 (63.6%) of teachers disagreed that School leaders dislike leading teamwork and their mean score is 2.46 (disagree) which showed low initiative of school leaders in leading teamwork. But for the same item, 43 (73.3%) of the school leaders agreed that School leaders like leading teamwork and their mean score is 3.62(agree) which indicated high performance of school leaders. Additionally, the calculated t-value (6.29) was greater than the critical value (1.96) at $\alpha=0.05$ and at P- value $0.000< 0.05$ of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. The interview that conducted with Gelemso secondary school PTSA chair indicated that there are some school leaders that like leading teamwork only for the sake of efficiency result. This indicates that the school leaders did not like leading teamwork.

As can be observed in item 5 of table 5a, the majority, 56(63.6%) of teachers disagreed that School leaders have an interest in leading teamwork and their mean score is 2.48 (disagree) which showed low interest of school leaders in leading teamwork. But for the same item, 32 (53.3%) of the school leaders agreed that school leaders have an interest

in leading teamwork and their mean score is 3.10 (agree) which indicated high performance of school leaders. Additionally, the calculated t-value (3.07) was greater than the critical value (1.96) at $\alpha=0.05$ and at p-value $0.02 < 0.05$ of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. These show that to manage the classroom activities leading teamwork is highly important. In order to achieve to revise curriculum objectives for curriculum framework, syllabuses, content flow charts leading teamwork is important (MoE, 2008).

According to item 6, table 5a, the majority, 57(64.7%) of teachers disagreed that School leaders see teamwork as a difficult job and their mean score is 2.40(disagreed) which showed school leaders not see teamwork as a difficult job. But for the same item, 34 (56.6%) of the school leaders agreed that School leaders not see teamwork as a difficult job and their mean score is 3.35(agree) which indicated as easy work. Additionally, the calculated t-value (5.07) was greater than the critical value (1.96) at $\alpha=0.05$ and as well as at p-value $0.000 < 0.05$ of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. As the (MoE, 2006) is aware that the need to balance the urgency of curriculum reform against the need to improve the overall quality of teaching and learning.

As survey result in item 7 of table 5a indicated that, 56(63.6%) of teachers disagreed that School leaders have more awareness to practice teamwork than teachers and their mean score is 2.42 (disagree) which showed school leaders low awareness to practice teamwork. But for the same item, 34 (56.6%) of the school leaders agreed that School leaders have more awareness to practice teamwork than teachers and their mean score is 3.63(agree) which indicated more awareness to practice teamwork. Additionally, the calculated t-value (6.64) was greater than the critical value (1.96) at $\alpha=0.05$ and as well as at P –value $0.000 < 0.05$ of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. The open ended response of Bedesa, and Hirna secondary school supervisors for this question indicated that, “The school leaders didn’t aware more teachers to practice teamwork’ but simply order them to implement teamwork.” This Indicating that there was a variation in different schools

of the zone how the school leaders implementing the practice teamwork on teachers differently.

Table 5b. Teachers and School leaders' responses on the Perception of school leaders

No	Items	Scale	Teachers		\bar{x}_1	SD ₁	School Leaders		\bar{x}_2	SD ₂	t-Value	p value
			F	%			F	%				
8	Effective teams require specific outcome	A	56	63.6	3.52	0.98	38	63.3	3.55	1.12	0.15	.876
		UD	13	14.7			6	10				
		DA	19	22			21	35				
9	Team members should have to communicate with each other	A	59	67	3.53	1.08	41	68.3	3.58	1.12	0.26	.789
		UD	12	13.6			7	11.6				
		DA	17	19.3			12	20				
10	Teamwork is a way of giving staff members a chance to learn ,gain experience	A	57	13.6	3.51	1.09	36	60	3.43	1.25	0.40	.689
		UD	12	13.6			7	11.6				
		DA	19	22			17	38.3				

towards leading team in the stud area

\bar{x}_1 =indicate the mean of teachers. \bar{x}_2 =indicate the mean of leaders. SD₁= standard deviation of teachers, SD₂= standard deviation of school leaders, t= t-value at $\alpha=0.05$ level of significance, f= Frequency, A = Agree, UD= Undecided, DA = Disagree, % =percent

As it shown in item 8 of table 4b, the majority, 56(63.6%) of teachers and 38 (63.3 %) of school leaders agreed that Effective teams require specific outcome and, their mean score is 3.52 and 3.55 respectively. Additionally, the calculated t-value (0.15) was less than the critical value (1.96) at $\alpha=0.05$ and as well as at P-value $0.876 > 0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.

In case of item 9 of table 5b, the majority, 59(67%) of teachers and 41 (68 %) of school leaders agreed that team members should have to communicate effectively with each other and, their mean score is 3.53 and 3.58 respectively. Additionally, the calculated t-value (0.26) was less than the critical value (1.96) at $\alpha=0.05$ and similarly at P-value $0.789 > 0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item. The interview conducted with Hirna, Doba and Gelemso PTSA chairs indicated that, in schools, all staff members should have to communicate and make integration to each other to overcome all the challenges that they faced in the school and it enabled them to achieve their goal.

In case of item 10 of table 5b above, the majority, 57(64.7%) of teachers and 36 (60 %) of school leaders agreed that teamwork is a way of giving staff members a chance to learn, gain experience, and grow professionally with coordinated tasks and, their mean score is 3.51 and 3.43 respectively. Additionally, the calculated t-value (0.40) was less than the critical value (1.96) at $\alpha=0.05$ and similarly at P-value $0.689 > 0.05$ of which Shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.”*For this item most teachers and school leaders expressed their response on their open –ended part, forming a team with rule and regulation enabled team members to coordinate as partnership in different directions..*

4.4. The Practices of school leaders in leading team in secondary schools of the study area

Table, 6a. Teachers and School leaders' responses on the practice of school leaders in leading team.

No	Items	Scale	Teachers				School Leaders				t value	P-value
			F	%	\bar{x}_1	SD ₁	F	%	\bar{x}_2	SD ₂		
1.	Currently the practice of teamwork is effective in your school	A	19	21.59	2.46	1.08	44	73	3.68	1.1	6.64	.000
		UD	9	10.22			4	6.6				
		DA	60	68.18			12	20				
2.	Practicing teamwork in your school is paved a ground rule to share experience among school leaders and teachers	A	17	19.3	2.47	1.07	32	53.3	3.38	1.2	4.14	.089
		UD	21	23.86			12	20				
		DA	50	58.8			16	26				
3.	7. The school leaders evaluate and give feedback for teachers on the practice of teamwork continuously.	A	18	20.45	2.47	1.11	42	70	3.63	1.0	6.32	.000
		UD	19	21.59			9	15				
		DA	55	62.51			9	15				
4.	Team leading is implement in the School regularly	A	29	32.95	2.27	1.12	44	73	3.61	1.1	4.5	.0000
		UD	15	17			4	6.6				
		DA	44	50			12	20				
5.	The school leaders motivate teachers in practicing teamwork	A	14	15.9	2.34	0.96	44	73.3	3.8	0.8	9.33	.000
		UD	13	14.7			9	15				
		DA	61	69.3			7	11.6				
6.	Making organized and participatory plan for implementing teamwork in the school	A	17	19.3	2.38	1.17	31	51.66	3.36	1.2	4.71	.000
		UD	14	16			7	11.6				
		DA	57	64.77			22	36.66				
7.	The school leaders practiced teamwork in the school for the purpose of bringing the quality of education	A	23	26	2.43	1.01	31	51.66	3.68	1.2	6.72	.000
		UD	19	21.5			7	11.6				
		DA	54	61.36			12	20				

Item 1 of table 6a, the majority, 60 (68.18%) of teachers disagreed that currently the practice of teamwork is effective in their school and their mean score 2.46 (disagree) which showed low performance of school leaders in enhancing the practice of developing teamwork. But for the same item, 44 (73%) of the school leaders agreed that

currently the practice of teamwork is effective in their school and their mean score is 3.68 (fairly agree) which indicated high performance of school leaders. Additionally, the calculated t-value (6.64) was greater than the critical value (1.96) at $\alpha=0.05$ and P – value $0.000<0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. This could be seen also from the interview of the view of one PTSA chair, when he said "school leaders did not make the expected effort to practice leading team in the school, as he said it is simply seen that, in the school compound there is no any forum of a team in which PTSA participate on it." Therefore, as the result revealed, secondary school leaders of West Hararghe Zone did not currently practice team leading.

As can be seen from item 2 of table 6a, the majority, 50 (56.8%) of teachers disagreed that practicing teamwork in your school paved a ground rule to share experience among school leaders and teachers and their mean score is 2.47 (disagree) which showed low performance of school leaders in coordinating the staff to share experiences. But for the same item, 32(53.3%) of the school leaders agreed that teamwork in their school paved a ground rule to share experience and their mean score is 3.38 (fairly agree) which indicated medium performance of school leaders. Additionally, the calculated t-value (4.74) was greater than the critical value (1.96) at $\alpha=0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. The open ended result with supervisors of 4 sampled schools revealed that most school leaders did not coordinate the staff to share their experiences. Therefore, from the result one can conclude that secondary school leaders of West Hararghe Zone were not sufficiently coordinating the staff to share their experience and this might in turn affect practice of teamwork and may also affect the relationship within teachers of the same school and teachers of the neighboring schools.

As indicated in item 3 of the same table 6a, 55 (62.5%) of teachers disagreed that the school leaders evaluate and give feedback for teachers on the practice of teamwork continuously and their mean score is 2.47(disagree) which showed low performance of school leaders in using feedback for teachers on the practice of teamwork continuously. But for the same item, 42(70%) of the school leaders agreed that they evaluate and give

feedback for teachers on the practice of teamwork continuously and their mean score is 3.63(agree) which indicated high performance of school leaders. Additionally, the calculated t-value (6.32) was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000 < 0.05$ which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. The interview made on PTSA chairs three sampled secondary schools indicated that school leaders did not give feedback for teachers on the practice of teamwork continuously for their best academic performance.

Therefore, as the finding of the study revealed, secondary school leaders of study area were not giving feedback for teachers on the practice of teamwork for their best academic performance. But regarding this idea, MoE (2006) revealed that the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals.

With regard to item 4 of table 6a, the majority, 44 (49.7%) of teachers disagreed that team building and leading implement in the School regularly and their mean score is 2.27 (disagree) which showed low performance of school leaders in implementing strategy through which teachers can acquire appropriate teaching methods. But for the same item, 44(73%) of the school leaders agreed that team building and leading implement in the School regularly and their mean score is 3.61 (agree) of which indicated high performance of school leaders. Additionally, the calculated t-value (4.5) was greater than the critical value (1.96) at $\alpha=0.05$ as well as at P –value $0.000 < 0.05$. In both it shows that there is significant difference between the opinions of teachers and school leaders in rating the item.

Thus, as the finding of the study revealed/indicated that, school leaders were not regularly implementing team leading in the school. Supporting this idea, literature revealed that teachers need to have an adequate academic and professional knowledge and also they are required to apply appropriate teaching methods that help in teaching large and diversified classroom (MoE, 2007).

With regard to item 5 of table 6a, the majority, 61 (69.3%) of teachers disagreed that the school leaders motivate teachers in practicing teamwork and their mean score is 2.34 (disagree) which showed low performance of school leaders in motivating teachers for best performances. But for the same item, 33(73.3%) of the school leaders agreed that the school leaders motivate teachers in practicing teamwork and their mean score is 3.8 (agree) which indicated high performance of school leaders. Additionally, the calculated t-value (9.33) was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000<0.05$, of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. Among secondary school supervisors one of them reflect his idea in his open- ended response that, although motivating teachers enhances them for best performance, the activities done by school leaders in this side is very much below the expected sense and teachers motivated due to this poor performance from the side of leaders, so that for real improvement, teachers have to be motivated with forming great integration with their school leaders.

Therefore, as the result revealed, secondary school leaders of study area did not sufficiently motivating teachers and this may affect the teaching learning process which has a direct relation to teamwork of the school. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that effective school leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

As shown in table 6a, Item 6 indicated that, 57 (64.76%) of teachers disagreed that making organized and participatory plan for implementing teamwork in the school and their men score is 2.47 (Disagree) which showed low performance of school leaders for making organized and preparing participatory plan. But for the same item,31 (51.6%) of the school leaders agreed that as if they making organized and participatory plan for implementing teamwork in the school and their mean score is 3.32 (agree) which showed medium performance of school leaders making organized and participatory plan for implementing teamwork. Additionally, the calculated t-value (4.5) was greater than the critical value (1.96) at $\alpha=0.05$, as well as at P -value $0.000<0.05$, of which shows that there is significant difference between the opinions of teachers and school leaders in

rating and answering the item. Supervisor of one sampled secondary school explained in his open ended question part, "Though the participatory plan is very vital for implementing teamwork in the school, most of the time, school plan is prepared by school leaders alone without participating teachers. So that the implementation of teamwork is not visible to all stakeholders ".Therefore, from the result, it is possible to conclude that secondary school leaders of West Hararghe Zone were not sufficiently encouraging teachers in preparing participatory plan for implementing leading team and without any hesitation this practice challenging the implementation teamwork in secondary schools of West Haraghe Zone

In item 7 of table 6a, the majority, 54 (61.4%) of teachers disagreed that the school leaders practiced teamwork in the school for the purpose of bringing the quality of education and their mean score 2.43 (disagree) which showed low performance of school leaders in bringing the quality of education. But for the same item, 41 (68.3%) of the school leaders agreed that the school leaders practiced teamwork in the school for the purpose of bringing the quality of education and their mean score is 3.68 (agree) which indicated high performance of school leaders. Additionally, the calculated t-value (6.72) was greater than the critical value (1.96) at $\alpha=0.05$ and as well as at P-value $0.000 < 0.05$. In both cases it shows that there is significant difference between the opinions of teachers and school leaders in rating the item. This could be seen also from the open –ended response of the view of one supervisor, when he jot down "school leaders did not practiced teamwork in the school for the purpose of bringing the quality of education but only for the purpose of performing their system of management

Table, 6b, Teachers and School leaders' responses on the practice of leading teamwork in secondary schools of the study area.

\sqrt{O}	Items	Scale	Teachers		\bar{x}_1	SD_1	School Leaders		\bar{x}_2	SD_2	t value	p value
			F	(%)			F	(%)				
8	School leaders leading teamwork to produce a competent generation	A	11	12.5	2.28	0.98	34	56.66	3.36	1.32	5.70	.000
		UD	16	18			8	13.33				
		DA	61	69.3			18	30				
9	Creating a good teamwork enable to handle school work easily	A	15	17	2.25	1.14	41	68.33	3.65	1.28	6.93	.000
		UD	11	12.5			6	10				
		DA	62	70.45			13	21.66				
10	School leaders formulate rule and regulation to build and lead teamwork	A	18	20.45	2.37	1.23	40	66.66	3.48	1.26	5.30	.000
		UD	17	19.3			7	11.7				
		DA	53	60.22			13	21.66				

As survey result of item 8 in table 6b, indicated that, 61(69.3%) of teachers disagreed that on the practice of School leaders leading teamwork to produce a competent generation and their mean score is 2.28 (disagree) which showed low practice of school leaders towards leading teamwork to produce a competent generation those who could able to resist this century. But on the other hand for the same item, 34(56.6%) of the school leaders agreed that School leaders leading teamwork to produce a competent generation and their mean score is 3.36(fairly agree) which indicated medium performance of school leaders. Additionally, the calculated t-value (5.70 was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000<0.05$ of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item.

The interview result from the 4 sampled school PTSA chairs responded that most school leaders did not leading teamwork to produce a competent generation ,the reason for this they put down is that knows a day in schools are a place where bad ethical generations produced . This is because low performance of school leaders in case of controlling and managing all the school members as they planned to produce a competent generation. Therefore, from the result one can conclude that secondary school leaders of West

Hararghe Zone were not sufficiently coordinating their school teachers through teamwork as if their school to be produces a competent generation.

In case of item 9 of table 6b above, the majority, 62 (70.2%) of teachers disagreed that creating a good teamwork enable to handle school work easily and their mean score 2.25 (disagree) which showed low practice of creating teamwork in the school besides of school leaders though it enable to handle school work easily. But for the same item, 41 (68.3%) of the school leaders agreed that Creating a good teamwork enable to handle school work easily and their mean score is 3.65 in the school (fairly agree) which indicated high performance of school leaders. Additionally, the calculated t-value (6.93) was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000 < 0.05$, of which shows that there is significant difference between the opinions of teachers and school leaders in the use of creating teamwork to handle school work easily.

For this, there is evidence from the participant teachers on their open-ended written response above 70% of them responded that; there is a fragmented condition between leaders towards creating and leading team. Therefore, as the result revealed, secondary school leaders of West Hararghe Zone did not creating a good teamwork practically that can enable to handle school work easily.

As can be shown in table 6b, item 10 above, majority 53 (60.22%) of teachers disagreed that School leaders formulate rule and regulation to lead teamwork and their men score is 2.37 (Disagree) which showed low performance of school leaders in case of formulating rule and regulation to lead teamwork . But for the same item, 40 (66.7%) of the school leaders agreed that School leaders formulate rule and regulation to lead teamwork in the school and their mean score is 3.48 (agree) which showed medium performance of school leaders formulating rule and regulation to lead teamwork. Additionally, the calculated t-value (5.30) was greater than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.000 < 0.05$ Of which shows that there is significant difference between the opinions of teachers and school leaders in rating the item. Unit leader of one sampled school and one supervisor in their open ended writing expressed their idea towards this question that "Though the School leaders coordinating to formulate rule and

regulation for leading teamwork in the school accordingly, there might be a radical change in the process of teaching and learning in school ".Therefore, from the result, it is possible to conclude that secondary school leaders of West Hararghe Zone were not having the knowledge and interest to formulate rule and regulation for leading team in the school

4. 5. Challenges faced by School leaders in leading team in secondary schools of the study area

Table 7a, School leaders and teachers response challenges in leading team the of respondents.

No	Item	Scale	Teachers			School Leaders			T value	P value		
			F	%	\bar{x}_1	SD ₁	F	%			\bar{x}_2	SD ₂
1.	Lack of staff awareness'	A	53	60.22	3.35	1.17	36	60	3.36	1.07	1.16	.867
		UD	11	12.5			4	6.6				
		DA	24	27.2			20	33.33				
2.	Resistances of the staff	A	61	69.3	3.71	1.12	36	60	3.36	1.51	1.92	.057
		UD	14	16			1	1.6				
		DA	13	14.7			23	38.33				
3.	8. Lack of knowledge of school leaders	A	62	70.4	3.77	0.07	41	68.33	3.68	1.20	0.47	.637
		UD	15	17			7	11.6				
		DA	11	12.5			12	20				
4.	Lack of monitoring and evaluation from the upper body	A	53	60.22	3.55	1.11	35	58.33	3.38	1.30	0.88	.387
		UD	19	21			8	13.3				
		DA	16	18.18			17	28.33				
5.	Social and cultural condition of school environment	A	57	64.77	3.61	1.04	32	53.3	3.21	1.41	1.94	.053
		UD	17	19.3			8	13.3				
		DA	14	16			20	33.33				
6.	Absences of teamwork guideline	A	50	56.8	3.38	0.91	32	53.33	3.45	1.19	0.36	.715
		UD	21	23.8			4	6.7				
		DA	17	17.3			24	40				
7.	Work burden of the staff	A	56	63.63	3.44	0.99	38	63.33	3.26	1.17	0.98	.327
		UD	13	14.7			6	10				
		DA	19	21.5			16	26.66				

In reaction to item 1 of table 7a above, the majority, 53 (60%) of teachers and 36 (60 %) of school leaders agreed that Lack of staff awareness' were challenges for school leaders and their mean score is 3.55 and 3.38 respectively. Additionally, the calculated t- value (1.14) was less than the critical value (1.96) at $\alpha=0.05$ and similarly at P- value $0.867>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in the Lack of staff awareness.

As can be observed from item 2 of table 7a above, the majority, 41 (69.2%) of teachers and 36 (60 %) of school leaders agreed that resistances of the staff were challenges for school leaders and their mean score is 3.83 and 3.31 respectively. Additionally, the calculated t-value (1.84) was less than the critical value (1.96) at $\alpha=0.05$ and similarly at P-value $0.57> 0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item. So there were resistances of staff in leading team in secondary school of West Hararghe Zone.

In reaction to item 3 of table 7a, the majority, 62 (70.4%) of teachers and 41(68 %) of school leaders agreed that lack of knowledge of school leaders in the structure and functioning of team building was challenge for school leaders and their mean score is 3.78 and 3.49respectively. Additionally, the calculated t-Value (1.11) was less than the critical value (1.96) at $\alpha=0.05$ and at P-value $0,637>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.

In reaction to item 4 of table 7a, the majority, 53 (60.2%) of teachers and 35(58.3 %) of school leaders agreed that low commitment of teachers was a challenge for school leaders and their mean score is 3.55 and 3.38respectively. Additionally, the calculated t-value (0.88) was less than the critical value (1.96) at $\alpha=0.05$ and at P- value $0.387>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.

In reaction to item 5 of table 7a, the majority, 57 (64.7%) of teachers and 32(53.3 %) of school leaders agreed that social and cultural condition of school environment was

challenge for school leaders and their mean score is 3.61 and 3.21 respectively. Additionally, the calculated t-value (1.94) was less than the critical value (1.96) at $\alpha=0.05$ and at P- value $0.053>0.05$ of which shows there is no significant difference between the ideological expression of teachers and leaders in rating the item.

In reaction to item 6 of table 7a, the majority, 50 (57%) of teachers and 32(53.3 %) of school leaders agreed that absences of teamwork guideline was challenge for school leaders and their mean score is 3.38 and 3.45 respectively. Additionally, the calculated t-value (0.36) was less than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.715>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item

In reaction to item 7 of table 7a, the majority, 56 (63.3%) of teachers and 38(63.3 %) of school leaders agreed that work burden of the staff was challenge for school leaders and their mean score is 3.44 and 3.26 respectively. Additionally, the calculated t-value (0.98) was less than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.327>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.

Table, 7b.Challenges faced by School leaders in leading team and teamwork

No	Items	Scale	Teachers				School Leaders				t value	p value
			F	%	\bar{x}_1	SD ₁	F	%	\bar{x}_2	SD ₂		
8	Lack of commitment and communication among staff members	A	57	64.77	3.5	.10	39	65	3.5	1.35	0.25	.800
		UD	16	18.18	6		4	6.6				
		DA	15	17			17	28.33				
9.	Weak participation of school leaders and teacher	A	62		3.4	1.10	41	63.33	3.7	1.04	1.35	.177
					70.4	8						
		UD	15	17	5		7	11.6				
		DA	11	12.5			12	20				

\bar{x}_1 = indicate the mean of teachers, \bar{x}_2 = indicate the mean of leaders, SD_1 = standard deviation of teachers, SD_2 = standard deviation of school leaders, T= t-value at $\alpha=0.05$ level of significance, F= Frequency, A = Agree, UD= Undecided, DA = Disagree, %=percent

In reaction to item 8 of table 7b, the majority, 57 (64.8%) of teachers and 39(64.9 %) of school leaders agreed that lack of commitment and communication among staff members was challenge for school leaders and their mean score is 3.56 and 3.51 respectively. Additionally, the calculated t-value (0.25) was less than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.800 > 0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.

In reaction to item 9 of table 7b, the majority, 62(70.4%) of teachers and 41(68 %) of school leaders agreed that weak participation of school leaders and teachers was challenge for school leaders in leading teamwork and their mean score is 3.48 and 3.73 respectively. Additionally, the calculated t-value (1.35) was less than the critical value (1.96) at $\alpha=0.05$ and at P-value $0.177 > 0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the team.

4.6. Mechanisms created for School leaders in leading team in secondary schools of the study area

The following Table 8, the one that express the response of respondents for the mechanisms related to School leaders in building and leading teamwork

Items	Scale	Teachers			SD ₁	School Leaders		SD ₂	t value	p value		
		F	%	\bar{x}_1		F	(%)				\bar{x}_2	
No												
1.	Creating conducive environment for team members	A	61	69.3	3.7		36	60	3.3	1.52	1.84	.057
		UD	14	15.9	1.12		1	1.6				
		DA	13	14.77			23	38.33				
2.	Delegating responsibility for leading team	A	62	70.4	3.77	1.07	41	68.33	3.68	1.20	1.11	.637
		UD	15	17			7	11.6				
3.	Orient members to think the advantage of teamwork	A	53	60.22	3.55	1.11	35	58.33	3.38	1.3	1.67	.387
		UD	19	21.59			8	13.3				
		DA	16	18.18			17	28.33				
4.	Giving continuous training for team members	A	57	64.77	3.56	1.1	32	53.33	3.51	1.35	1.27	.052
		UD	17	19.3			8	13.33				
		DA	14	16			20	33.33				
5.	Giving feedback on the progress act of teamwork	A	50	56.8	3.49	1.103	32	53.33	3.73	1.03	0.55	.105
		UD	21	23.8			4	6.66				
		DA	17	19.3			24	40				

In reaction to item 1 of table 8, the majority, 61(69.3%) of teachers and 36 (60%) of school leaders agreed that on the point creating conducive environment for team members and their mean score is 3.7 and 3.3 respectively. Additionally, the calculated t-value (1.92) was less than the critical value (1.96) at $\alpha=0.05$, additionally at P-value $0.057 > 0.05$ which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item. So creating conducive environment for team members was important for leading team.

In case of item 2, table 8, the majority, 62(70.45%) of teachers and 41 (68.33 %) of school leaders agreed that with delegating leading team for team members and, their mean score is

3.77 and 3.68 respectively. Additionally, the calculated t-value (0.47) was less than the critical value (1.96) at $\alpha=0.05$ and similarly at P-value $0.637>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item. So delegating responsibility for leading team was the best mechanism.

In reaction to item 3 of Table 8, the majority, 53 (60.2%) of teachers and 35 (58.35%) of school leaders agreed that Orient members to think the advantage of teamwork was opportunity for school leaders and their mean score is 3.55 and 3.38 respectively. Additionally, the calculated t-value (0.86) was less than the critical value (1.96) at $\alpha=0.05$ similarly at P-value $0.387>0.05$ of which shows that there is no significant difference between the opinions of teachers and leaders in rating the item.

In reaction to item 4 of, table 8, the majority, 57 (64.8%) of teachers and 32 (53.3%) of school leaders agreed that giving continuous training for team members was opportunity for school leaders and their mean score is 3.61 and 3.21 respectively. Additionally, the calculated t-value (1.92) was less than the critical value (1.96) at $\alpha=0.05$ similarly at P-value $0.052>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item. So giving continuous training for team members was opportunity created.

As can be seen to item 5 of table 8, the majority, 50 (56.8%) of teachers and 32 (53.3%) of school leaders agreed that giving feedback on the progress act of teamwork was mechanisms for school leaders and their mean score is 3.5 and 3.21 respectively. Additionally, the calculated t-value (1.63) was less than the critical value (1.96) at $\alpha=0.05$ similarly at P-value $0.105>0.05$ of which shows that there is no significant difference between the opinions of teachers and school leaders in rating the item.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was focus on, to search solution for the Practice and Challenges of leading team in secondary schools of West Harerghe Zone as perceived by teachers and principals of Oromia Regional State. In order to attain the intended objective, five (5) basic questions were prepared. These were, the status of leading team in secondary school, the perception of school leaders and teachers in leading team, the practice of school leaders in leading team, challenges that faced by school leaders in leading team and different mechanisms to be used by school leaders in leading team in secondary schools of the study area. Next, data collecting instruments such as questionnaire and interview were developed and employed.

In this study, descriptive survey design was used and to perform it eight (8) secondary schools were selected by using stratified sample from 34 secondary schools that found in West Hararghe Zone of Oromia regional state. From these eight secondary schools, 62 school leaders and 90 teachers were selected using available and systematic random sampling techniques respectively. To collect the relevant information from the sample population, the questionnaires were distributed for school leaders and teachers. Out these the interview questions prepared for 8 PTSA chairs of these sampled secondary schools. The questionnaires have both open and closed ended which is relevant to answer the research question:

- ❖ What is the status of leading team in secondary schools of West Haraghe Zone?
- ❖ What is perception of school leaders' and teachers towards leading team in secondary schools of West Haraghe Zone?
- ❖ What is the practice of school leaders in leading team in secondary schools of West Haraghe Zone?
- ❖ What are the challenges faced by school leaders leading team in secondary schools of West Haraghe Zone?

- ❖ What are the different mechanisms through which school leaders used to leading team in secondary schools of west Haraghe Zone?

Finally, after questioners distributed and data collected 60 school leaders out of 62, 88 teachers out of 90 and 8 PTSA chairs out of 8 gave response respectively for the above questions. The data obtained from the respondents were sorted, coded, tabulated, generalized, analyzed and interpreted using descriptive statistics such as percentage, mean and standard deviation. t-test was also used to check the significance difference between the response of the two groups (School Leaders and Teachers). Open-ended questions and interviews were analyzed by the researcher in narrative way.

Accordingly, the analysis and interpretation made so far, the following major findings of the study were set out.

- ❖ With regard to gender, experience and qualification of respondent, the participation of female teachers was 20.5% and a female leader was 10% in sample secondary schools. It was very small;
- ❖ It was safe to conclude that, majority of respondents or 39% in the sample schools were seemed to have experience between 5-10 years.
- ❖ Majority of the respondents 90.5% first degree holders to perform their responsibility but some 6.8% teachers and 10% of secondary school leaders possessed MA. Thus, it was valuable to school leaders in leading team in sampled secondary schools.

1. The status of leading team in secondary schools

- ❖ Teamwork is very important for effective teaching learning process. However, the findings of the study shows that, 62.5% of the respondents were responded the status of leading team in secondary schools not functionally leading team by secondary school leaders of WHZ. This was due to lack of commitment, lack of motivation to promote professionalism through practice, lack of developing sharing schedule.

2. Perception of school leaders and teachers towards leading team:

Majorities of school leader respondent, responded score 3.56 mean which is above the average mean and teacher respondents were score 3.27 mean was also above the average mean. Consequently, teachers dislike teamwork, the awareness of teachers was not developed well to lead team in school and school leaders not interest in leading team. In addition to this school leaders lack of awareness to motivate teachers to participate and lead team in school. The finding indicated that there was resistance among teacher to accept and participate in leading team.

3. The practice of school leaders towards leading team in secondary schools

As far as the practice of leading team concerned with school leaders the finding obtained from quantitative and qualitative data revealed that, from the whole teachers 63.3% of them gave response that school leaders were not practice in leading team, such as share experience among school leaders and teachers, motivating teachers to practice teamwork, making participatory plan for teachers, implementing leading team through which teachers can acquire appropriate teaching methods and creating a good leading team to handle school work easily.

4. Challenges that faced by school leaders in leading team and teamwork:

Majorities of respondents, (63.3%) school leaders and (64.77%) of teachers responded and agreed on items that seen as challenges that faced by school leaders in leading team. Such as, weak participation of school leader and teachers, lack of monitoring and evaluation from educational office experts, Lack of commitment and communication among staff members seen as the major challenges for school leaders.

5. The different mechanisms to be used by school leaders in leading team

As to the opportunities created to school leaders in improving leading team concerned, the finding from the quantitative and qualitative data obtained revealed that creating conducive environment for team members, delegating responsibility, orient members to think the advantage of teamwork, giving continuous training to team members and

giving feedback were the major opportunities created to school leaders of secondary schools of West Hararghe Zone to leading team .Additionally, the result of t-test also shows that there is no significant difference between options of the two groups (teachers and school leaders)in rating this item.

5.2. Conclusions

Conclusions were drawn on the bases of findings of the data analysis, the status of leading team in secondary schools of the study area, perception of school leaders towards leading team, the practice of school leaders towards leading team, challenges that faced by school leaders in leading team and opportunities that should be used by school leaders to leading team in west Hararghe secondary schools.

In case of the status of leading team in secondary schools of the study area, school leaders not properly invest their time, even though they were expected to have responsibility for leading team in schools. Result from the study shows serious attention was not given by the school leaders and teachers for leading team. This shows that the lowest status in which leading team found in secondary schools of this zone. So that, by using this study as a root line, secondary school leaders of the study area should have utilize leading team by developing their knowledge and skill to promote professionalism through teamwork and developing sharing schedule to achieve their educational goal.

With regard, school leaders' perception towards leading team plays a crucial role. The positive perception of school leaders possess towards leading team is significances, the more they will be motivated leading team in their schools and the more they will be achieving their goal. In connection to this, the finding present the study revealed that 54.5% of teachers and 53.3% of secondary school leaders agreed as much not interested in team leading in secondary school. From this it can concluded that teachers' negative perception towards leading team negatively affected teachers' motivation for leading team. So that by accepting their weak side, school leaders of this zone should have to use the strategies to encourage teachers in cause of teamwork giving training, reward paper by comparing teams, giving incentive and feedback to reversed their attention the team leading members.

As it already seen from the study, although the prime function of school leader is improving schools through leading team to improve the quality of education, practically, the practices of school leaders of secondary schools of West Hararghe Zone towards performing teamwork had been found at lowest level. So that to overcome these problem secondary school leaders of West Haragehe Zone should have to perform and practiced it as their prime function to achieve their goal.

From the finding of the study the researcher identifies the major challenges of school leaders in leading team in secondary schools in West Hararghe Zone. These are weak participation of school leader and teachers, lack of monitoring and evaluation from educational experts, lack of commitment and communication among staff members. All challenges ranked above are rated by school leaders and teachers as the major challenges that affect school leaders in leading team. So that to overcome all the above challenges both secondary school leaders and teachers of West Haraghe Zone develop their participation in the practice of leading team, experts of educational bureau perform monitoring and evaluation and accept commitment and make communication with secondary school leaders and teachers regularly.

Major opportunities that should be created for leading team in secondary schools of West Haragehe Zone to school leaders are creating conducive environment for team members, delegating responsibility, orient members to think about the advantage of teamwork, and giving feedback on the progress act of teamwork were the opportunities identified. So that based on this study without any hesitation West Haragehe Zone educational office should perform the above opportunities to overcome the indicated challenges in each secondary schools of the Zone by supporting school leaders.

5.3. Recommenderions

On the bases of findings obtained and the conclusion drawn above, the following recommendations were forwarded to improve practice and challenge of leading team in secondary schools of Western Hararghe Zone of Oromia regional state

- Wereda educational office have to improve the status of school leaders knowledge through incorporating, training ,experience sharing with other school leaders and make action research and monitoring.
- Woreda Education Office should planed sustainable follow up mechanism to make positive perception of teachers and school leaders towards leading team.Woreda educational office experts, school leaders, teachers and other stockholders should have to a common team sprit towards educational goal.
- School leaders should not only push teacher to practice leading team, but also create conducive environment for teachers to practice teamwork in school and develop appreciation for leading team.
- School leaders should encourage teachers to utilize leading team in their classrooms. Besides, Zone and Woreda education experts are also advised to support the schools and make sure of its performance in the school by making sustainable leading team.
- Secondary school leaders in collaboration with Woreda Education office should work on motivating teachers through different reinforcement such as giving recognition letters and different awards in order to enhance teacher's performance by preparing a plan of action and work it in collaboration with educational institutions
- .Woreda and Zonal Educational Office should have to promote School leaders professional development by motivating them to use different opportunities to building and leading team in secondary schools with like that of, creating conducive environment for team members, delegating responsibility, orient members to think the advantage of teamwork, and giving feedback continuously

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7. APPENDICES

APPENDIX-I
HARAMAYA UNIVERSITY
POSTGRADUATE DIRECTORATE

Questionnaire filled by teachers of sampled secondary schools of West Hararghe Zone

Dear respondents:

This questionnaire is developed to be filled by teachers. The aim of this questionnaire is school to collect first hand information for the research study entitled “**Practice and Challenges leading team in Secondary Schools of West Hararghe zone**”. Because school teachers work more closely with school leaders than any other professional groups. Hence, the perceptions of school teachers are very important. Please, take enough duration of time to read each statement and select the response that most appropriately describes your school situation in each item. Your cooperation in providing relevant and honest information will help the study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. The results of the study may be used to improve school teacher’s skills in building teamwork in the school.

Thank you in advance for your genuine opinion

General Direction for close -ended Questions that will be filled by school teachers

- Please answer all questions as much as possible.
- For items which have options put a tick mark (√) in the space provided.
- No need to write your name.

Part I. Personal information

1. School name _____
2. Sex: A. Male B. Female
3. Age range: A. 20-30 B. 31-40 C. 41-50 D. 51-60
4. Qualification: A. Diploma Degree C. Msc /MA
5. Work experience: A. 0-5 B. 5-10 C. 10-15 D. 16-20
E. 20 and above

Part II. Questions related to research topic

1. The status of leading team in secondary schools of West Haraghe Zone

Please explain your agreement on each of the following statements against the satisfaction level provided below

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

The following are indicators of status of teamwork in secondary schools. Please, rate them in order of their level according to your school content.

No	Statements (Items)	1	2	3	4	5
1	The school leaders know the benefits of leading team in school					
2	The school leaders promote professionalism through leading team					
3	School leaders have enough knowledge in leading team					
4	Leading by a team is embraced to teachers with their own need in the school					
5	Essential team leading is important to achieve a common goals					
6	Participative teaching is promoted through leading team					
7	Developing sharing schedule between school leaders and school teachers					
8	Promoting flexible time schedule for leading team					
9	School leaders have awareness concerning leading team					
10	School leaders scarified their time to leading team					

Please, if there are other Status additional to the above list them and rate the level of the activities.

2. Perception of school leaders and teachers towards leading team

The followings are indicator of perceptions of school leaders towards leading team. Please, evaluate your agreement on each of the following statements according to your school context and explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No	Statements (Items)	1	2	3	4	5
1	School leaders play equal role in the practice of leading team					
2	School leaders motivate teachers in leading team					
3	Teachers hate leading team					
4	School leaders dislike leading team					
5	School leaders have an interest in leading team					
6	School leaders see teamwork as a difficult job					
7	School leaders have more awareness to practice leading team than teachers					
8	Effective teams require specific outcome					
9	Team members communicate effectively with each other					
10	Teamwork is a way of giving staff members a chance to learn, gain experience, and grow professionally with coordinated tasks					

If there are any other strategies, list them in the space provided below and specify them

3. The practice of school leaders in leading team

The following are the indicators of the practice of school leaders in leading team ,Please, evaluate your agreement on each of the following statements according to your school. Please explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

NO	Statements (Items)	1	2	3	4	5
1	Currently the practice of leading team is effective in your school					
2	Practicing leading team in your school paved a ground rule to share experience among school leaders and teachers					
3	The school leaders evaluate and give feedback for teachers on the practice of leading team continuously					
4	Team leading implement in the School regularly					
5	The school leaders motivate teachers in practicing leading team					
6	Making organized and participatory plan for implementing leading team the school					
7	The school leaders practiced team leading for the purpose bringing the quality of education					
8	School leaders leading team to produce a competent generation					
9	Creating a good teamwork enable to handle school work easily					
10	School leaders formulate rule and regulation to lead teamwork					

If there are others, please list them down and rate the level of the activities.

4. Challenges faced by School leaders in leading team

The followings are challenges that faced by school leaders in leading team. Please, evaluate your agreement on each of the following statements according to your school context and explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No	Statements (Items)	1	2	3	4	5
1	Lack of staff awareness					
2	Resistances of the staff					
3	Lack of knowledge of school leaders in the structure and functioning of team leading					
4	Lack of monitoring and evaluation from the upper body					
5	Social and cultural condition of school environment					
6	Absences of leading team guideline					
7	Work burden of the staff					
8	Lack of commitment and communication among staff members					
10	Weak participation of school leaders and teachers					

Please, if there are others challenges, list them down and rank accordingly to the above mentioned challenges

5. Opportunities Created to School Leaders in Leading Team

The following indicators are questions that shown Opportunities Created of school leaders in leading team, please, evaluates your agreement on each of the following statements according to your school. Please explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No	Statements (Items)	1	2	3	4	5
1	Creating conducive environment for team members					
2	Delegating responsibility					
3	Orient members to think the advantage of teamwork					
4	Giving continuous training for team members					
5	Giving feedback on the progress act of teamwork					

If you have any other opportunities list them in the space provided below and specify them

Open-ended Questions that will be filed by school teachers

1. How do you practice team leading in your school?

2. How the formation of team leading is carried out in your school?

3. Do the School teachers like or dislike on the leading team? If your answer is like or dislike please write your reason?

4. In your opinion, how would you address the challenges experienced in the implementation of team leading in your school?

5. According to your intention what are the opportunities to overcome the mentioned challenges concerning team leading in secondary schools.

APPENDIX-II

HARAMAYA UNIVERSITY

POSTGRADUATE DIRECTORATE

**Questionnaire filled by School leaders (principals, Vice principal/
Dept. Head, Unit leader, Supervisors,) of sampled secondary schools of West
Hararghe Zones**

Dear respondents:

This questionnaire is developed to be filled by school leaders. The aim of this questionnaire is to collect first hand information for the research study entitled “**Practice and Challenges of leading team in Secondary Schools of West Hararghe zone**”. Because school leaders work more closely with teachers than any other professional groups. Hence, the perceptions of school leaders are very important. Please, take enough duration of time to read each statement and select the response that most appropriately describes your school situation in each item. Your cooperation in providing relevant and honest information will help the study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. The results of the study may be used to improve school leader’s skills in building teamwork in school

Thank you in advance for your genuine opinion.

General Direction for close -ended Questions that filled by school leaders:

- Please answer all questions as much as possible.
- For items which have options put a tick mark (✓) in the space provided.
- No need to write your name.

Part I. Personal information

1. School name _____
2. Sex: A. Male B. Female
3. Age range: A. 20-30 B. 31-40 C. 41-50 D. ≥51
4. Qualification: A. Diploma Degree C. Msc /MA
5. Work experience: A. 0-5 B. 5-10 C. 10-15 D. 15-20
E. 20 and above
6. Your Current position A. principal V/principal C. D. Head ad D.
leader E. Supervisor

Part II. Questions related to research topic

1. The status of leading team in secondary schools of West Haraghe Zone

Please explain your agreement on each of the following statements against the satisfaction level provided below

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

The following are indicators of status of leading team in secondary schools in crate them in order of their level according to your school context

No	Statements (Items)	1	2	3	4	5
1	The school leaders know the benefits of leading team in school					
2	The school leaders promote professionalism through leading team					
3	School leaders have enough knowledge in leading team					
4	Leading by a team is embraced to teachers with their own need in the school					
5	Essential team lead is important to achieve a common goals					
6	Participative teaching is promoted through team leading					
7	Developing sharing schedule between school leaders and school teachers					
8	Promoting flexible time schedule for team leading					
9	School leaders have awareness concerning leading team					
10	School leaders scarified their time to lead team					

Please, if there are other Status additional to the above list them and rate the level of the activities.

2. Perception of school leaders and teachers towards leading team

The followings are indicator of perceptions of school leaders towards leading team. Please, evaluate your agreement on each of the following statements according to your school context and explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No	Statements (Items)	1	2	3	4	5
1	School leaders play equal role in the practice of leading team					
2	School leaders motivate teachers in leading team					
3	Teachers hate leading team					
4	School leaders dislike building and leading teamwork					
5	School leaders have an interest in leading team					
6	School leaders see team leading as a difficult job					
7	School leaders have more awareness to practice leading team than teachers					
8	Effective teams require specific outcome					
9	Team members communicate effectively with each other					
10	Team leading is a way of giving staff members a chance to learn, gain experience, and grow professionally with coordinated tasks					

If there are any other strategies, list them in the space provided below and specify them

3. The practice of school leaders in leading team

The following are the indicators of the practice of school leaders in leading team, please, evaluate your agreement on each of the following statements according to your school. Please explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No	Statements (Items)	1	2	3	4	5
1	Currently the practice of leading team is effective in your school					
2	Practicing leading team in your school paved a ground rule to share experience among school leaders and teachers					
3	The school leaders evaluate and give feedback for teachers on the practice of team leading continuously					
4	Team leading implement in the School regularly					
5	The school leaders motivate teachers in practicing team leading					
6	Making organized and participatory plan for implementing team leading in the school					
7	The school leaders motivate teachers in practicing leading team					
8	School leaders leading team to produce a competent generation					
9	Creating a good team enable to handle school work easily					
10	School leaders formulate rule and regulation to lead team					

If there are others, please list them down and rate the level of the activities.

4. Challenges faced by school leaders in leading team

The followings are challenges that faced by school leaders in leading team. Please, rate them in order of their level according to your school context

No	Statements (Items)	1	2	3	4	5
1	Lack of staff awareness					
2	Resistances of the staff					
3	Lack of knowledge of school leaders in the structure and functioning of team leading					
4	Lack of monitoring and evaluation from the upper body					
5	Social and cultural condition of school environment					
6	Absences of teamwork guideline					
7	Work burden of the staff					
8	Lack of commitment and communication among staff members					
10	Weak participation of school leaders and teachers					

Please, if there are others challenges, list them down and rank accordingly to the above mentioned challenges?

5. Mechanisms Created to School leaders in leading team

The following indicators are questions that shown Opportunities Created of school leaders in leading team, please, evaluates your agreement on each of the following statements according to your school. Please explain your agreement on each of the following statements against the satisfaction level provided below:

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No	Statements (Items)	1	2	3	4	5
1	Creating conducive environment for team members					
2	Delegating responsibility					
3	Orient members to think the advantage of teamwork					
4	Giving continuous training for team members					
5	Giving feedback on the progress act of teamwork					

If you have any other opportunities list them in the space provided below and specify them

Open-ended Questions that will be filed by school teachers

1. How do you practice teamwork in your school?

2. How the formation of teamwork is carried out in your school?

3. Do the School teachers like or dislike on the leading team? If your answer is like or dislike please write your reason?

4 .In your opinion, how would you address the challenges experienced in the implementation of team leading in your school?

5. According to your intention what are the mechanisms that should be used to overcome the mentioned challenges concerning teamwork in secondary schools.

APPENDIX-III

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Planning and Management

Interview Questions for PTSA Chairs

Dear respondents'

The aim of this interview questions is to collect first hand information for the research study entitled **Practice and Challenges of leading team in secondary schools West Hararghe Zone**". Therefore, your cooperation in providing relevant and honest information will help the study. The results of the study may be use to improve school leaders skills on leading team in school. Thank you in advance for your cooperation.

1. How do you see the status of leading team in your school?
2. What is the perception of school leaders and Teachers towards leading team?
3. Do you believe that school leaders and teachers give attention for leading team?
4. How do you see leading team practice in your school?
5. What method does apply the school leaders when he/she leading team?
6. As you seen what challenges your school leaders exist in team leading in your school?
7. According to your attention what opportunities should be created as a solution for school leaders to lead team in your school?
8. If you have additional idea concerning teamwork, explain it?

UNIVARISTY HAROMAYA

SAGANTAA QORANNOO OLANAAF

DIPAARTIMANTII KAROORA BARNOOTAA FII HOOGGANSAA

Qorannoo Mataduree ,Gochaafii Hudhaalee / Rakkoolee Gaggeesitoota Manneen Barnoota Sad. 2ffaa G

H.Lixaa Manneen barnoota keessatti garee ijaaruu fi hogganu irratti isaan mudatu irratti gaaf iilee ittigaafatamtoota G.M .B Manabarumsa sad. 2ffaa G. H

.Lixaatiif dhiyaatee isaaniinguuttamu.

1 , ilaalchi fi dandeetiin gaggeesitoon M/B Saatii fi Barsiisoonni hojimaata garee ijaaruu fi hogganuu irratti qaban maalfakkaata?

2 Xiyyeeffannoon Barsiisootaafii Gaggeesitooni manabarumsaahojimaata gareetiif qaban irrattii amantaanis innakkagaggeesaatokkotti qabdan maalfakkaata?

3 , Mana Barumsaakeessan keessatti hojimaata gareedhaa haalakamiin ilaaltan?

4, Haalligaggeesitoonni M/ B/ Sad. 2ffaa ijjarma hojimaata gareetiin hojjetan haala kamiin ilaaltu ?

5, Tooftaan ijaarsagareeraawwachuuf gaggeesitooni M/b saatiin fayyadaman maalfaadha?

6. Ijaarsaafii hooggansagaree hujjira olchuuf rakkooleen jijirajattaniif iisni mudataniituran maalfaadha?

7. G6ama keessaniin tooftaaleen hujjira olmaahojimaata garee ijaaruu fi hogganuu dhaaf gaggeesitooni ittifayyadamuu qaban jatttan maalfaadha?

8, Gama hojimaata garee irratti yaadoolee dabalata kanneen biro yoo qabaattan ibsa dabalata irratti nuuf kennaa?