

**SCHOOL LEADERSHIP PRACTICES IN SECONDARY  
SCHOOLS OF EAST SHOA ZONE, OROMIA REGIONAL STATE**

**MA THESIS**

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Over all, I would like to declare that this thesis is my own work. I have followed all ethical and technical principles of scholarship during the preparation of thesis, data collection, and data analysis. All sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA Degree at Haramaya University and deposited in the library of the university so as to make available for borrowers under rules of the library. I also declare that this thesis is not submitted to any other institution for the awarded of academic degree, diploma or certificate. Brief quotation from this thesis may be allowed without special permission provided that accurate acknowledgement of the source is made. Requests for permission for extended quotation from this thesis in whole or in part may be granted by the head of department when in his or her judgment the proposed use of material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

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## **ABBREVIATIONS AND ACRONYMS**

ANOVA	Analysis of Variance
CRC	Cluster Resource center
ESDP	Education Sector Development Program
MoE	Ministry of Education
SNNPR	South Nation Nationalities Peoples Region
SPSS	Software Package for Social Science
WEO	Woreda Educational Office
ZEO	Zone Education Office

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**School Leadership Practice in Secondary Schools of East Shoa Zone,  
Oromia Regional State**

Boru Ede

***ABSTRACT***

*The purpose of this study was to assess the Impact of School culture on School leadership practice in Secondary Schools of East Shoa Zone, Oromia Regional State. Descriptive survey (qualitative and quantitative) approach was used. The sampling techniques used were simple random sampling and available sampling. The researcher used questionnaire and interview to gather data from respondents. The target population of the research was government secondary school teachers, students' council, supervisors and school principals. Seven woredas and seven secondary schools were selected randomly. The size of sampled population was 152 teachers, 35 students' councils, 7 supervisors and 7 school principals which were 201 respondents. In the process of analyzing data, the researcher used mean and one way ANOVA methods. The finding shows that in the majority Secondary Schools of East Shoa Zone were practiced by teacher's participation and staff/Professional development. Collaborative leadership poorly existed in secondary schools. Among the leadership style democratic leadership style was applied more than autocratic and laissez-faire leadership style. Based on the findings and conclusions, recommendations were made on capacity building and empowering of principals to do their work effectively, in turn, encouraging participatory approach of leadership. Furthermore, WEO and ZEO are responsible to give directives and guidelines in the case that whenever shortcomings and gaps are observed and the schools should organized public relations to create school-community links.*

## **1. INTRODUCTION**

This chapter deals with the problem and its approach. The main purpose of the study is to assess the practice of school leadership in government secondary schools of East Shoa Zone. It begins with a brief background of the study and continues with statement of the problem, basic questions of the study, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definitions of key terms.

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

Education is one of the major driving forces behind economic, social, culture and political development of a country. It is a key instrument for the overall development of a country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long-term development of the country rests up on the expansion and provision of quality education (MoE, 2005:1-6)

Any program is expected to have a certain goal and, the success or failure of a program is assessed by checking whether or not its goal is achieved. This is, usually, done during and/or after the program is implemented. Besides, most of the factors which determine the success or failure of a program are closely connected with those things which occur at the implementation stage. In fact, this statement does not neglect those decisive factors associated with the planning or developmental stages of a program that affect the attainment of the goals of the program itself Getnet (1996:1).

The most important institution that support and promote rapid socio economic development is school. Schools like other organization have goals to be achieved. They are agents of transmitting knowledge, skill and desired attitudes to students. In line with the attention given to education, the importance of school leadership is a major corner because it plays a considerable role in the process of change and development (Musaazi1988:1). Conforming this idea, Ubben and Hughes (1997:121) states that with increased value put on educational leadership, what comes to vision is the school as an environment of change the productivity of which depends mainly on the ability of its leaders to analyze existing conditions and future challenges and implement strategies for attaining the goals. Again among the various over all strategies of ESDP-III to improve

quality of education, one is the need for establishment of efficient school leadership and management (MoE, 2005:37).

However, in implementing educational strategies and in bringing changes in the educational systems, principals in the secondary school face many problems due to their position Morphet et.al, (1982:295). Their position is vulnerable to many types of role conflicts. They are under pressure from their super ordinates to meet the goals of the organization on the one hand and from the teachers to meet their personal needs on the other. Moreover, schools are formal organizations and are staffed predominantly by professionals. This has implications for the nature of management in educational institutions because professionals seek a measure of control over their working environment. In professional organization, then there is an authority of expertise which may come into conflict with professional authority.

Today educational leaders are expected more to facilitate sound, productive teaching learning environment. To address this leadership ability, skill and knowledge is critical (McLaughlin, 1987:53). Thus educational leaders are expected to be strong, responsible, committed and visionary. To this end, some principals and other school leaders may lack behind due to limited capacity they have.

In line with this, in the Ethiopian case, an attempt has been made to make the educational management system decentralized and professional. But, still a lot remains to be done particularly in the area of training and professionalizing principal ship. Owing to this fact, principals failed to play their key leadership role (MoE, 2002:11). Strengthening this idea, Oromia education bureau teachers and educational leadership core process owner (2013:4) annual report as translated from Afan Oromo to English, state that

*“Because of the problems of leading and applying resources and by continuous professional development programs, school leaders didn’t accomplish their model and supportive roles. Due to this fact the Oromia education bureau has evaluated that, the package of quality education assurance hasn’t been practiced in all schools. As a result, improvement of students’ result is not improved as intended”.*

Therefore, the proceeding attempts would indicate that the conditions of schools invite for appropriate educational leadership which in turn calls for scientific study of problems of government school principals in school leadership.

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

The essential role of leadership in any organization has been pointed out by Sharma (2005:179), all successful organizational activity is a result of the exercise of creative leadership towards some mutually accepted attainable objectives. Moreover, organizations are places of determining the future fate of the national and that of its attendants and produce skilled and trained human power that could solve the problem of a country.

On the other hand, the major cause of failures for organization including schools can be ineffective leadership. It is essential to provide effective leadership at the school level as schools are the scene of implementing educational programs. Based on her study McEwan(2003:11-14) has found out that lack of skills and training, teacher cooperation, vision and good will, and shortage of time are common impediments to educational leadership effectiveness. Inadequate leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership.

Moreover, the principal personality, vision, extent of commitment, human relation skills etc. can serve to constrain/hamper the exercise of leadership. Strengthening this idea, Gorten (1983:264) states that if the principal doesn't possess the appropriate personal qualities needed, the absence of these characteristics can be self-constrain out leadership responsibilities properly. In light of the above ideas, government secondary school principals in East Shoa Zone of Oromia Regional state are expected to perform well with school leadership activities such as management of resources, public relation and involving and working with parents, working with school communities in different school affairs, student discipline, curriculum improvement, professional development and evaluation to meet needs of the educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials (MoE, 1994 E.C: 32-39).

From the researcher's 19 years of teaching and school leading experience in East Shoa administrative zone, many problems related to the practice of school leadership were observed from time to time which affect the school learning environment and students' achievement even if school principals doing different attempts. Some of these are negative attitude of school leaders toward different professional collaboration, collegial relationship and low expectations and perception in leadership practice by controlling resistance arises during implementation of rules and regulations and less attention is given for shaping school leadership practice. Not only the factors which influence leadership practice related with principals but also there are issues related with teachers and students. So, this study was able to identify challenges related with school leadership practice in relation to East Shoa Zone.

What makes this study different from those already conducted is that it's on school leadership practice. So, this is why the researcher initiated to conduct the research on school leadership practice in East Shoa Zone.

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

1. What are the school leadership practices in government secondary schools of East Shoa Zone.?
2. What are the leadership styles practiced by principals to lead teachers, students council and supervisor in secondary schools of East Shoa Zone?
3. What are the major situational factors that affect the school leadership practice of government secondary schools in East Shoa Zone?

### **1.4. Objective of the Study**

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

The overall objective of this study was to assess the practices that affect the principal o

#### **1.3.2. Specific objective**

Specifically, objectives of the study were:

1. To identify the practices of school leadership in the government secondary schools of East Shoa Zone.
2. To identify leadership styles practiced by principals to lead teachers, student's council and supervisor in secondary schools of East Shoa Zone?

3. To examine the situational factors that affects the school leadership practice in government secondary schools of East Shoa Zone. .

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

This study was assumed to be important to benefit the following bodies. It may help policy makers and planners of zonal and woreda educational office to facilitate strategies in producing and empowering school leaders in the implementation of school leadership and seeking solution for changing of the existing system. It may be basis for decision making for the target line offices by getting useful information on the factors affecting school leadership practice in East Shoa Zone.

This study may also give important and timely information to principals, teachers, supervisors and educational officers in East Shoa Zone concerning the existing system and the contribution of practice of school leadership. It may make students of the target area and the society at large more profitable by exposing factors affecting school leadership practices. Finally, it may provide information for those who are interested to make further studies on the topic that is it may encourage future research on the same field of study.

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

The scope of study is delimited geographically to East Shoa Zone's Secondary Schools which are found in Oromia Regional State. The research presumes the problems were not only being expressing secondary schools of East Shoa Zone. Therefore, it affects others secondary schools of the whole country. However, the study was delimited to East Shoa Zone's Secondary Schools. This zone had 11woredas and 48 Secondary Schools until 2015/16. To conduct the study on all secondary schools consume time, finance and problem to manage the research. Because of this, it was not done on all of the Secondary Schools of the Zone.

In general, the study was delimited to 7 woredas of secondary schools of the zone; conceptually the study was delimited to school leadership practice in selected secondary schools of East shoa zone; the subjects of the study were school leaders, student's council and supervisors. The sampling techniques used also was delimited to simple random

sampling and availability; the research approaches was delimited to mixed research approach because the study included both quantitative and qualitative data.

A major delimitation of the study was that the topic, leadership, is very broad and cannot be fully covered in one study. Therefore, this study concentrated on the school leadership practice

### **1.7. Limitations of the study**

It is obvious that research work cannot totally free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school teachers, principals, and student's council and CRC supervisors were busy and had no enough time to respond to questionnaires and interview on time. Also the study limited to the absence and unwillingness of respondents' especially, teachers to fill out and return the questionnaire. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time, especially, teachers to fill out and return the questionnaire. Another limitation was lack of contemporary and relevant local literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. In the same way there is no internet access throughout the year to get additional information and materials related to this area. In spite of these short comings, however, it was attempted to make the study as complete as possible.

### **1.8. Definition of Key Terms**

**Leader:** - is a person who leads a group of people, especially the head of a country, organization etc. A leader in a group of people or an organization is the person who is control of it or in charge of it. 6

**Leadership** is a process in which an individual leader influence his/her subordinates to achieve common goals.

**Practice** is the act of doing something repeatedly in order to achieve a particular goal.

**Secondary School** is a school system following the primary schooling established to offer general education consists to students from grad 9-10 (MoE, 2010)

## 2. REVIEW OF RELATED LITERATURE

The major purpose of this chapter is to provide the thesis with the concept of leadership, a theoretical perspective on leadership in general, leadership styles, leadership skills, Leadership in education, Educational leadership at school level, The managerial functions of school leadership, Leadership development in Ethiopia, Factors affecting principals' managerial roles, Factors affecting the effectiveness of school principals in particular.

### 2.1. The Concept of Leadership

There are several definitions given to leadership. The term leadership can define in different aspects by different scholars as they perceive what leadership means. Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as „process of encouraging and helping others to work enthusiastically towards objectives“ (Davis, 1967:616). On the other hand McGregor (1966:73) defines leadership as a property of individuals, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common ends through common grounds and on equal footing. Blanchard and Hershey (1982:82) define leadership as the activity of influencing people to strive for group objectives. Likewise, Koontz et al (1984:507) define leadership as the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. It also implies making people perform up to their full capacity.

Considering the basic principles and concepts of leadership the school leader's role is therefore to encourage the teaching and non-teaching personnel to work together and to fully cooperate in the development and implementation of educational policies, directives and plan for effective and efficient management which ensure proper teaching learning process. According to Northouse (2001:3), "leadership is a process whereby an individual influences a group of individuals to achieve a common goal." Since leadership is a large part of the influence, the idea of power comes into play. Every instructional leader within the school system has this type of power. "Power is the capacity or potential to influence. People have power when they have the ability to affect others" beliefs, attitudes, and

courses of action” (pg. 6). School principals who possess the quality of guiding and directing their teachers towards the attainment of educational goals are leaders. The school principals at all levels have to perform the function of leaders because they lead teachers whose energies have to follow in a definite direction. Accordingly, effective school leaders establish effective groups, good educational plans, good school programs, adequate facilities, adequately qualified teachers, etc. what is required is good administrative leadership to harness these for the success of the school.

## **2.2 Theoretical Background of Leadership**

The need to lead and the need to be led is a pervasive feature of human being therefore leadership has great value in human society. Since the coming into existence of leadership, many studies have been conducted and various scholars, authors, educators, and others have said a lot about leadership on its various aspects such as duty of leaders and characteristics of effective leaders. In order to express their ideas, different theories were developed.

### **2.2.1 Trait theory**

This theory is also known as the “great man theory” because according to this theory leaders are born and not made (Kreitner and Kinicki, 2001:533) and Morphet et.al (1982:99). According to this theory it was believed that leadership was a result of personality trait or characteristics that leaders possess but not followers (Moorhead and Giffin, 1995:299). Hence, this theory of leadership focuses on leaders own behavior and suggests that the same qualities are likely to be presented in all those individuals who lead others (Rashid and Archer, 1983:212). Most of advocating of this theory was devoted to the identification of traits of qualities of leaders on the assumption that people could be classified into leaders and followers (Koonz and Wehrich, 1988:439).

Stogdill (cited in Rashid and Archer, 1983:212-213), identified some of the special characteristics that an effective leader should possess. These special qualities are high degree of originality, adaptability, integrity, popularity and expertise. Therefore according to the trait theory of leadership since all people did not possess all of these qualities, only those who possess them would be considered potential leaders (Landers and Myers, 1997:4). 9

Yukl (1999:177) looked back in to early researchers on trait theories of leadership and indicated that most of the study on the theory identified certain qualities as the characteristics of effective leadership. The qualities were mostly: physical characteristics (eg.Height, appearance) aspects of personality (eg. self esteem, dominance, stability emotion) aptitudes (general intelligence, verbal fluency and creativity).

This theory was found invalid and has been disproved by different researches, for instance Yukl himself had observed the trait approach to leadership and wrote that the old assumption that leaders are born has been discredited completely, and the premise that certain leader trait are absolutely necessary for effective leadership has been substantiated in several decades of trait research. Generally due to various criticisms the trait approach to leadership has been greatly discouraged if not totally abolished.

### **2.2.2 Behaviorist /Relationship theory**

The attention has been shifted from the determination what effective leaders are to what effective leaders do (peretomoder, 1991:165). Scholars then contributed their research investigation in order to identify leader's behavior that was crucial for the satisfaction of group and organizational goals. Finally two major behaviors of leaders were identified as consideration and initiation structure (Glatter et.al 1988:31, 1996:164, and Rashid and Archer, 1983:213) , Hersay et.al 1998:105).

Consideration refers to the extent to which a leader acts in a warm supporting way, mutual respect trust for others and friendship. Initiating structure refers the extent to which leader detach himself /herself from the members of work group and define and structure his/her own roles and the role of subordinates toward the attainment of organization (Begley and Leonard, 199:42) Moorhead and Griffin, 1995:302). The importance of this approach is that the two dimension of leadership behavior are real and observable that account for grate proportions of actual behaviors that they provide a frame work for solving problems in school organizations (Lunenburg and Ornstein, 1991:134). 10

### **2.2.3. Contingency theory**

Contingency theories suggest that there is no one best style of leadership. Successful and

enduring leaders use different styles according to the nature of the situation and the followers Roger (2006; 47)

### **2.3. Leadership Styles**

The various leadership studies that have been conducted to investigate effective behaviors of leader's in different times have had also their own style.

#### **2.3.1 Authoritative style**

This style is sometimes referred to as coercive leadership. Autocratic leaders usually demand unquestionable obedience from all within the organization. The member has no voice in matters that affect their welfare. Thus, he/she has the sole authority to decide, control, penalize and reward (Rue and Byars, 1990:292, and Bennis et.al. 1994:251).

Confirming the above idea, Bush et.al. (2006:258), state that autocratic leader can be regarded as one that cares little for the feeling of others, personality over see administration and excludes others from decision making. Moreover it is rigidly structured and task oriented (Monahan and Hergest, 1982:253 and states the duty of subordinates was to listen to the order of their leader and perform accordingly.

#### **2.3.2. Democratic style**

Democratic /participatory leadership argues that the group is greater than the sum of its parts. Its major characteristics are shared decision making, cooperative planning and open communication Adesina, (1990:149) it is a great shift from the mechanic interpretation to an „organic principle of leadership. Leader need not be limited to one individual such be on increasing the effectiveness of the performance of the group with whom the leader is working focus of leadership with whom the leader is working (Stogdill, 1976:127). Under democratic style leadership function within the group and decentralize and delegated (Adesina, 1990:150) and encourage group discussion and subordinates were informed (Lunenburg and Ornstein, 1991:131). Bush et.al. (1980:258) and Rue and Byars, (1990:293) also state that democratic leaders may be helpful to 11 their subordinates, delegates freely and allows appropriate acts to develop within group.

#### **2.3.3 Laissez-Faire Style**

A leader, who uses this style of leadership complete freedom to the follower, essentially provides no leadership (Rue and Byars, 1990:292). In other words, under Laissez-faire

leadership style, there is no strict follow up on the group members, therefore, the members are allowed to do whatever they was to do (Hersay et.al, 1998:123) and it is without structure (Monaham and Hegest, 1982:253).

Generally, even if different situation require different style and that effectiveness of a style depends up on the situation in which it is used.

## **2.4. Leadership Skills of Leaders**

Managers at every plan, organize, lead and control. As used here in relations to the school principal's functions Tedesco and Mitcheu, (1995:8) describes skills as follows; A skill implies an ability that can be developed is not necessarily inborn, and is evident when one works. How much of these skills an individual need depends on his/her job, the level of management at which the job is classified and the type of responsibilities assigned and the size of the organization.

Thus the skill of the principal is referring to his/her over all abilities to exercise the authority and power equivalent to his/her position expertly to bring about effective changes in the school he/she assigned. From this perspective, principals having the necessary skills of lacking of them could have a positive or negative impact in the attainment of the educational goals of the school.

Being this, Katz (1974:233) has suggested that successful managers must exhibit three distinct types of skills. Although these skills are interrelated in practice, they can be considered separately. The three basic kinds of skills are; technical skills, human relation skills and conceptual skills.

### **2.4.1. Technical skills**

According to Koontz and Wehrich (1988:323), „technical skills are the knowledge and proficiency in activities involving methods, procedures and processes““. A technical skill is the ability of applying knowledge, methods and techniques that are necessary for the performance of the given tasks (Katz, 1974:33-34).

According to Bell (1992:56) technical tasks are those, which are specific to primary purpose of the school. The primary purpose of the school is the education of its people. Since the most important and major purpose of the school is teaching learning activities, principals should be competent in their specialized areas. School principals need to

possess adequate knowledge of methods, procedures process and techniques that could be applied in interpreting the curriculum by all teachers.

Technical skills are generally associated with the ability to use tools, procedures, and techniques of specialized areas. Therefore, school principals as leading practitioners should be able to be competent in technical skills such as in scheduling, managing curriculum, and supervisory activities.

#### **2.4.2 Human Relation Skills**

Human relation is one of the most important aspects of managerial skills of principals. A human skill refers to the school executive's ability to work effectively and efficiently with other people on a one-to-one basis and in-group setting. The skill requires considerable self-understanding and acceptance as well as appreciation, empathy, and consideration for others (Rue and Byars, 1992:327). According to Badaway (1982:384), human relation skills are the ability to work with, communicate with, and motivate individuals and groups in the organization. Similarly, Hersey and Blanchard (1982:5) described human skills as the ability and judgment in working with and through people including an understanding of motivation and application of leadership.

If good human relations are to be prevailing among the school personnel, principals must have the desire to see the group must reduce conflict. In a position in which success depends upon working through others, friendliness must have an outgoing quality. Hence in order to work with 13 and through people, principals are required to acquaint themselves with the knowledge of what motivates the staff, how to work cooperatively with them and how to create common networks in the school so as to give fresh impetus to the provision of instructional to clients. Therefore, in order to be effective in the human relation aspects of school, principals should be competent in applying the concept of motivation, seek to exert the relevant style leadership and need to be good communicators.

#### **2.4.3. Conceptual Skills**

Conceptual skills include the school executive's ability to see the school, the district, and the total educational program as a whole. The skill includes the effective mapping of interdependence for each of the components of the school as an organization. According to Williams's et al (1985:20) conceptual skills involves the ability to understand how the

parts of an organization depend as each other. Conceptual skills involve understanding the part of a business to one another and to the business as a whole.

Conceptual skills, therefore, enable organizational leaders to see the overall features of organization to understand interrelationship, interaction and interdependence of various components of a system. In terms of leadership it means sensitivity to the organization. Rue and Byars (1992:329) stated that, managerial skills are so closely interrelated that in practice that is difficult to determine where one begins and another ends. However, it is generally agreed that supervisory management needs more technical skills than managers at higher levels. Human skills are essential to effective management at all levels. Conceptual skills become increasingly important as a person moves up the managerial hierarchy. Similarly, Katz (1974:236) suggested that although each of these skills are important to school executive's at all hierarchical level, technical skills are most important to administrators at lower levels, and conceptual skills are more important to those at the upper levels. The emphasis on technical and conceptual may vary with management level, but human skills are the common denominator that appears to be crucial at all levels.

## **2.5. Leadership in Education**

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement.

Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. As to Sergiovanni (1995) Principals' key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principals' leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

### **2.5.1. Creating a vision:**

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being the force of the dream towards which effective

administrators strive in the development and shaping of their schools. Conley, Dunlop and Goldman (1992) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

### **2.5.2. Setting High Expectations**

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the Future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

### **2.5.3. Building the capacity of leadership**

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision-making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

### **2.5.4. Demonstrating ethical and moral leadership**

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

## 2.6. Educational Leadership at School Level

The school effectiveness and improvement have become interactional phenomena that have begun to reveal some of the key issues in enhancing performance. A generalization of such studies has emphasized and reemphasized the vital importance of school leadership in developing schools in order to ensure that pupils and students gain as much as possible from their educational experiences (Brundrett and Terrell, 2004:7). The school effectiveness and improvement have become interactional phenomena that have begun to reveal some of the key issues in enhancing performance.

A generalization of such studies has emphasized and reemphasized the vital importance of school leadership in developing schools in order to ensure that pupils and students gain as much as possible from their educational experiences (Brundrett and Terrell, 2004:7). This is why contemporary educational reform places great emphasis on effective school leadership management. These practical researches at school level have been indicating that a co-relationship between leadership and high level of student learning (Hopkins, 2000:55). According to Adesina, (1990:186) of the process affecting the school system, probably none is more important than the school leaders who have the responsibility for recommending change in educational activity and facilitate learning some schools are exceptional in their competency. All the reason that present of differentiates them from others not be known. But the present of educational leadership, in education has been considered as an essential factor by research in effective schools.

Actually, for the success of schools, educational leaders are expected to play a pivotal role and great is expected from them as they are in a position to facilitate conditions and arrange the necessary inputs for school effectiveness. Sharma, (2005:2) on his part state that the key factors to the individual school's success is the building principal who sets the tone as the school educational leader, enforces the positive and convince the students, parents and teachers that all children can learn and improve academically. According to Fullani (cited in Harris and Muijs, 2005:4), although the quality of teaching strongly influences pupil motivation and achievement, it has been consistently argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom. Thus, leadership, change and school improvement are closely related. It is clear that when schools are functioning especially well and school achievement is high, much of the credit typically belongs to the principals (Sergiovani,

2001:99). This is why, Harris, (2003:9), state that “it has been consistently argued that the quality of headship (leadership) matters in determining the motivation of teachers and quality of learning which takes place in the classroom.

## **2.7. Managerial Functions of School Leadership**

The function of educational management can be categorized under 5 basic functions of management. On this issue Adesina (1990:8) clearly stated that „I often like to remember the basic functions of management by the word POSED (plan, organize, staff, evaluate and develop).

### **2.7.1. Educational planning**

Strategic planning which fosters and requires productive relation and linkages with public agencies and groups other than those directly responsible for education, should receive primary attention because it involves the determination of policies and the establishment of new or revised goals and objectives. This concept should be of specialized interest to educational leaders implementing plans, because if properly utilized, it will help to ensure the commitment and support that is essential to facilitate needed changes. Management planning, on the other hand, is concerned with the effective and accepted managing of the organization members. It may, therefore, be conceptualized as after the basic decisions relating to goals and policies have been made.

The planning process is different from one plan to another and one organization to another. According to Newman (1996:36), the steps in planning are analysis of the internal and external environment, determination of the objectives, determining planning premises and constraints, examination of alternative course of actions, weighing alternative course of actions, selection of the best alternative course of actions, implementation of the best alternative and follow-up.

Therefore principals should know that the participation of teachers and school community in formulating plan, since they are implementers, could bring success on the attainment of the school goals. Succession planning is essential to expand the applicant pool for school leadership and increase the quantity and quality of future school leaders. Leadership succession cannot rely on self-selection by talented candidates. Proactive strategies are needed to identify and develop future leaders with high potential early in

their careers. They then need to be supported in participating in leadership experiences and encouraged to develop their leadership skills.

### **2.7.2. Delegation of authority**

Creative leaders ought not to avoid delegation of authority. Delegation is the process by which leaders allocate authority to the people who report to them (Megginson et. al., 1983:259). 18. However, before delegation, the delegate must have to know daily tasks to be delegated besides whom to delegate. Delegation of authority in general, is critical for effective management because in an organization a single man cannot perform several duties unless shared to others. In addition, delegation reduces burden of work and facilitates staff empowerment. However, before delegation, the delegate must have to know daily tasks to be delegated besides whom to delegate. Delegation of authority in general, is critical for effective management because in an organization a single man cannot perform several duties unless shared to others.

### **2.7.3. Organizing**

Organizing involves determining how activities and resources are to be grouped. Dumaine (1993:80-84) stated the 5 basic elements of organizing which includes job design, departmentalization, authority relationships, span of control and line and staff roles. The five together make all the major decisions that affect the overall organization;

### **2.7.4. Communication**

Communication is central for every activities of the organization and it is essential for the survival of the system. According to Chandan (1987:259), „effective management is a function of effective communication.““ This shows that communication is one of the duties of the leader to integrate organized activities and to change people’s behavior by providing sufficient information useful to the achievement of the goal of the organization and the group as well.

Luthans (1989:506) has suggested that effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it. Communication is purposive and full of objectives. The first objective is to obtain the

understanding when any message is passed from an individual or group to another. The second is to obtain the response that is required from the receiver.

According to Haneryger and Heckmanna (1967:69-70) communication has three dimensions. These are downward, upward and horizontal communications. Downward communication, which refers to the transmission from higher officials to the subordinates, is the most frequently used and relied upon in every dimension of communication. In school system, the principals gives the staff orders and instructions that they are expected to do and to follow.

Communication is sending of information from the subordinate to the top. Such communication is important to provide feedback to the leader. It is important for the principal to talk in detail with the teachers and students in different levels. The horizontal dimension is between department and people of the same level in an organization. Okumbe (1998:137) describes that horizontal dimension of communication is very important for the operation of any task. The term refers to the flow of information between departments or people of the same level in an organization. According to Robbins (1989:46), in a perfect communication a thought or an idea is transmitted fully so that the mental of the receiver perceived exactly what the sender transmitted, receiver is exactly the same as that envisioned by the sender. In practice, however, perfect communication is never achieved due to communication barriers. Communication in organization is crucial for the management task of planning, organizing, staffing, leading, and controlling. An efficient and effective communication system establishes a high level of relationship between and among teachers, non-teaching staff, students and parents. It helps in interchanging thoughts and coordinating efforts for the attainment of organizational goal. Generally, the school leaders must be effective in facilitating communication in imparting directives and orders to the staff as well as receiving their ideas feelings and thoughts to maintain or change leadership.

#### **2.7.5. Decision making**

The ability to make effective decision is vital to any individual success as a leader. The competence of the school principal depends on the leader's ability to make a correct choice out of the possible alternatives, and all, the implementation of the decision employing correct leadership style. According to Musaazi (1982:100), decision making is

a „a conscious choice from among a well defined set of competing alternatives““. A leader in any organization has to make the right decision at the right time; this shows that in the school system, the ability of effective decision making is useful to the principal in his instructional leadership.

Some of the advantages of participative decision making are: self-reliance on the parts of teacher's professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what problems exist (Donnelly, 1990:276).

#### **2.7.6. Motivation**

Motivation is a factor, which closely affects the performance of work and the overall efficiency of an organization. Luthans (1989:23) defined motivation as a process that starts with a physiological and psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Musaaazi (1982:43) defined motivation as „the inner drive, which prompts people to act in a certain way.““ And suggests that the school will not be able to realize its goals fully until students, teachers, administrators themselves are sufficiently motivated.

Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Motivation can be intrinsic-satisfaction, feeling of achievement; or extrinsic-rewards, punishment, or goal obtainment. Not all people are motivated by the same thing and over time their motivations right changes. Influencing people's motivation means getting them to want to do what you know is done ( U.S. Army, 1973:13)

Adesina (1990:151) has suggested at least three major ways by which the school principal can prepare the proper atmosphere that would motivate the staff. First by providing immediate attainable goals towards the staff should work. Principals are sometimes accustomed to setting overambitious programs for their staff to ensure that they are constantly kept busy. The second way of facilitating motivation among staff is to ensure that means are provided for attaining goals set for the staff. It is useless to set goals for staff without providing means by which the goals could be attained. The third way of preparing a good atmosphere for motivation is through feedback. Undoubtedly, feedback is an important element in motivation. For maximum effectiveness feedbacks must be immediate and specific. Huneryger and Heckmanna (1967:329) describes about

employees motivational behavior as: "if morale is high employees are satisfied and happy about their job, working conditions, pay and other aspects and employment situation and are consequently effectively and efficiently. On the other hand if they believe morale is low, they assume that employees are dissatisfied with things in general and that quality and quantity of production is accordingly low to the workers." 21

The above concept of motivation stresses that satisfaction of needs and interest is a basic factor for the worker to perform their tasks and duties effectively. The heart of motivation is to give more attention what people really want most from work. What expected of a leader in an organization is to motivate the subordinates more efficiently. This is because, the leader can get the work done effectively and efficiently only if the leader properly motivates the behavior of the subordinates. Therefore the principal, as school leader, should use different techniques such as solving teacher's personal and professional problems, giving recognition to teachers to work better for the successful achievement of the school objectives. So the school leaders are expected to see and dig out the interest and needs of the subordinates, seek to exert a type of leadership that will create the atmosphere and working conditions under which success is recognized and achieved.

#### **2.7.7. School principal as a change agent**

Change is with us always. It is part of living and breathing. A person who resists change may find him becoming ossified and out of touch with others. Just an individual must change, so most communities and societies, including schools. Recently the pace of change has increased and is accelerating and many people find it difficult to keep up. The ability of individuals and communities to cope with change depends to some extent upon their ability to adapt. The health of a school may be measured by the extent that is able to adapt successfully when major change is required. No organization can afford to be static and change must be managed so that it is effective (John,1985:69). The skill of making changes depends upon many factors, including the sensitivity of the leaders to the community. Change needs need to be made when the climate and attitudes are right.

### **2.8. Leadership Development in Ethiopia**

Principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical back ground of principal ship, authorities give

their own argument. The position developed from 22 classroom teacher with few administrative duties to principal teacher and then to supervising principal.

In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of principalship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999).

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principal ship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with BA/BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first, few decades of 1960's graduates of B.A degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were 23 issued from 1973–1976 showed that

secondary school principals were those who held first degree , preferably in educational administration ( EDAD) field. In addition to these teachers who had experiences as a unit leader or department head were candidates for principalship. Currently, the job description, issued by MoE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

## **2.9. Factors Affecting Principals' Managerial Roles**

### **2.9.1. Professional factor**

School leadership has a key role in the improvement of school. Educational leadership development programs provide certain kinds of knowledge and skills about leading and managing and leadership practices. School principals are front-line managers in charge of leading their team to new levels of effectiveness. Leadership preparation is important to develop skill and knowledge to the learners for later use.

Keller and Keller (1993:127) stated that; Knowledge as organized for a particular task can never be sufficiently detailed, sufficiently precise, to anticipate exactly the conditions to results of actions. Action is never totally controlled by an actor but influenced by the vagaries of the physical and social world. Thus in any given instance, knowledge is continually being refined, enriched, or completely revised by experience whereas external action accommodates unanticipated physical contingencies or previously unrecalled of the activity.

School principals regularly deal with emotions come from aggressive or pleased parents, students, and staff members. This is a common practice in principal's school work environment. Hence principals training should include learning strategies to deal with the emotional trouble of the principal's activities. Trained principals should integrate learning and work, emphasizes action-orientation, problem solving approaches to training; focus on the development of teams; and be comprehensive, coherent, and continuous (Mojkowski, 1991).

### **2.9.2. Societal and organizational culture**

The act leadership and its organizational context are inseparable. Organizations cannot be understood without due consideration of the culture which constitutes them. organizational culture is, as Sergiovani (2001) stated "... the glue that holds a particular

school together with 24 shared visions, values and beliefs at its heart, culture serves as compass setting, steering people in common direction ... what does or does not make sense." Hence, the ways things are done in an organization are dictated by a cultural practice of the school. The reverse is also true; leaders have power to influence the practice of schools.

Organizational culture includes all the beliefs, feelings, behaviors, and symbols that are characteristics of an organization. According to Lunenburg and Ornstein (1991:58), "organizational culture is shared philosophies, ideologies, beliefs, feelings, assumptions, attitudes, norms and values." Additionally, Walker and Dimmock (2002:16) defined culture that it is the enduring sets of beliefs, values, and ideologies underpinning structure, processes, and practices they distinguish one group of people from another. Organizational culture can influence many administrative functions. Among these are motivation, leadership, decision making, communication and change. Organizational cultures can pressure the performance of employee and organizational success (Lunenburg and Ornstein, 1991:67). On the other hand Sergiovanni and Corbally (1994:106-107) express the relationship between leadership and organizational culture as follows: Leadership acts as expression of culture. Leadership as cultural expression seeks to build unity and order within an organization... historical and philosophical tradition, ideas and norms which define the way of life within the organization and which provide the basis for socializing members and obtaining their

Organization must adopt a change to achieve its purpose. Owens (1987:205) noted that, "educational organization expected not only to preserve and transmit culture, but at the same time they are expected to deal with an ever changing world." This is also true of schools, where principals have to lead the schools to perform consistently within the community to gain acceptance of the norms of the school to be successful. Detaching changes and new opportunities in a rigid culture is difficult. Culture could be a hindrance to innovation because the goodness of things carried out by the leader in a certain way becomes an obstacle when changes have to be implemented. The reason is that the community has internalized one way of doing things (Sergiovanni and Corbally,1994).

### **2.9.3. Socio- political culture**

Schools like other fields of public administration, act as political organizations characterized by multiple interest groups. Educational administrators typically cannot exercise their power directly to get things done; rather the administrators must obtain voluntary, cooperation, support and goodwill from others to get things done (Sergiovanni and Corbally, 1994:109). Hanson (1996:45) argued that: Organizations were viewed as hierarchical structure controlled from the top by rational procedures, oriented towards precise goals, bound together by a network of comprehensive rules, with everything focused on achieving maximum efficiency. Power struggle is natural to education system. The objective of using power is to gain control over the system's resources and to transmit political ideology of a government or an institution (Hanson, 1996:65).

## **2.10. Factors Affecting the Effectiveness of the School Principals**

The leadership responsibilities principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership principals, usually face a lot of challenges or there are factor that affect their leadership effectiveness. Stressing the point different scholars listed different factors that impeded leadership responsibility of principals.

### **2.10.1. Lack of training and skills**

To be influential in discharging their educational leadership responsibilities principals need to have skills and training that make them effective and efficient leader. In line with this Glatter (1988:15) state that professional knowledge, skills and attitude have great important on the achievement of organizational goals and objectives and lack of skills will create an impediment to principals. According to Bennars (1994:258), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Confirming the idea, McEwan, (2003:12) state that while many institutions are restructuring their administration program to provide more opportunities to develop leadership skills. In addition to academic knowledge, a gap remains between the academic and real world. 26

### **2.10.2. Lack of resource**

Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In research synthesis about practices in high performance

schools, the finding that role to resources is evidence Ubben and Hughes (1997:304), in other worlds a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership. But if the resources necessary to implement his/her leadership are inadequate, the principals will face a significant impede (Gorton, 1983:264).

### **2.10.3. Impact and constraining factors on duty**

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Segiovanni, 2001:13) state that the principals is ultimately responsible for almost everything happens in the school and out. Responsibility other than instructional leadership will frequently press for principals time and drain his/her energy, leaving him/her with the feeling that he/she is spread for thin and even through the principals would like to be an instructional leader he/she really does not have the time to function as one. Explaining the above idea, sheldes (2004:111) states that, principals are expected to develop learning communities, build the professional capacity of teachers, take advise from parents engage in collaborative and consultative decision making, resolve conflict, engage in effective instructional leadership, and attained respectively, immediately and appropriately to the needs and request of families with diverse cultural, ethical and socio-economic background.

### **2.10.4. The personal quality of the principals**

The principals own personalities, vision, extent of commitment, human relation skills etc. can several to constrain /hamper the exercise of leadership (Ubben and Hughes, 1997:104). Strengthening this ideas, Gorton (1983:264) state that if the principal does not possess the appropriate personal quality in carrying out leadership responsibilities properly. 27

### **2.10.5. Shortage of time**

Principals are schools representative. They have responsibility over many areas of their respective school. Hence they become busy in dealing with these responsibilities the whole work days. According to the Ubben and Hughes (1997: 327) a school executive day is characterized by one encounter after another with staff member, students parents, community member, politicians, and others the kind of individuals or sub-groups are

myriad and diverse, all of whom have questions and requires and problems demanding principals time. Thus lack of time, due to variety of task that principals deal with is another biggest problem in principals work (McEwan, 2003:13).

#### **2.10.6. Teacher- principals interaction**

The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction,. Exceedingly difficult but more essential, for the enhancement of teaching learning process unless teachers and principals okumebe (1998:87) have healthy interaction. Permits flexibility and responsiveness to change and help to coordinate diverse group efforts towards common organizational goal. It is thinkable to cope up with complex instructional operation.

To run this activity the principals should be equipped with the necessary technical, human and conceptual skills of management as Stoner and Gibbert (2001:14) stated. The principal's large time should be allocated to mutual relationship with teacher, students parents and superiors. According to their plans. Without effective and continues communication it is therefore, very difficult for school. Principals to secure the purpose of the school program (Davis, 1981:399).

#### **2.10.7 The way of decision making**

Decision making is process of choosing a course of action from two or more alternative (Robins 1989:62, Nwankwo, 1982:80). For this matter individuals or organization make decision in their everyday life to achieve intended goals. The process of decision making in school principals is a strong factor in determining the nature of leadership, the level of authority, the span of control, the degree of decision making in school principals is a strong factor in determining the nature of leadership the level of authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decisions will be. To make effective decisions several steps should be involved that are necessary to come up with rational decision (Guthrie, 28 Jamees W. 1991:241). Perfect information, rationality of decision maker, multiple goals communication and common sense performance and evaluated to arrive at correct decision.

Accordingly Kinard, (1988:155) Agrawall, (193:98) and Katz and Kahn, (1978:498) stated there are different situational factors that affect decision making. They are

organization, environmental and personality factors that affect decision making. As (MoE 2002) stated in the concept paper of principals the first and for most for the personal who is working in administrative line is making effective decision. As Gorton (1987:102) explained “To make effective decision one should collaborative with necessary bodies from the upper echelons and on the other hand with subordinates sometimes with students. Some principal”’s familiar with directive decision making approach by which principals more collecting information.

Others exercise consultative decision making to get the idea of their subordinates even other encourages participative decision making. In this practice the principals share the problem to subordinate and both of them discuss and analyze the issue jointly. This attitude develops mutual trust and generates strong feeling and job satisfaction. To make effective decision, the principals should know not only the alternative but also the type and effective of the decision to be made.

#### **2.10.8. Motivational factors**

Motivation is a drive that moves or activities and individual. Dejnozka, Edward (1983:105) it is stated earlier specific task area of leadership would vary from one situation to another as Adesina (1990:151). The major task area of teaching how to influence the behavior of subordinate to obtain maximum performance from the member of the group with in the standard condition set forth in the system procedures. In this view, in school, realizing workers satisfied is the fundamental task of the school principals. Needs and roles in a school have more to do with motivation.

The need of organization management activities such as planning, organizing, decision making are dormant cocoons until the leader triggers the power of motivation in people and quilts them towards goals (David, in Hicks and Gullet 1981:301). As stated above, the principals need to be competent enough to satisfy the employees” need according to their manifestation. Fail out to do that negative repercussion is hard to cope with.

### **3. RESEARCH DESIGN AND METHODOLOGY**

This section deals with the research design, description of the research site, source of data, population, sample size and sampling technique, instrument of data collection, procedures of data collection method of data analyses and ethical consideration will be treated under this section.

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

In this study, a descriptive survey research design was employed to study the problem. Because, the method can provide precise information concerning the school culture and school leadership practices in the study area. Besides, it helps draw valid general conclusions. Therefore, in order to identify and analyze the existing conditions of school leadership practices, compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study (Croswell J.W. 2003).

Both qualitative and quantitative data approach were used. The method is appropriate to bring a solution which is understandable and implemented by all the consumers of the research findings.

#### **3.2. Description of the Research Site**

East Shoa Zone is one of the 19 zones of Oromia Regional State. The zone geographically is very central and surrounded by West Shoa Zone of Oromia Region to the West, Amhara and Afar regions to the North, the SNNP Region to the South and West Hararge of Oromia Zone to the East. At national level, the zone is known by high economic movement, tourism site and conference areas. It comprises 11 woredas, which all of them have, at least two secondary schools and they are clustered by East shoa zone administration office in to four cluster areas these are: Woredas in the Rift Vally, in “dega” area, “Kolla” and central areas. According to East Shoa zone there are 48 secondary schools in the Zone, and out of this are 37 of them are first cycle (9 – 10) secondary schools and 11 are second cycle (11 – 12) secondary schools (preparatory schools). And also out of 37 first cycle secondary schools, 31 of them are government first cycle secondary schools and the left 6 of them are private first cycle secondary schools.

### 3.3. Sources of Data

The sources of data for this study were primary sources of data.

#### 3.3.1. Primary sources of data

The primary sources of data were school teachers, supervisors of CRC, principals of school and students' councils of East Shoa Zone in some selected secondary schools through interview and questionnaire.

### 3.4. Population, Sample Size and Sampling Techniques

According to 2015/16 East Shoa Zone Educational Office annual report, there are 48 secondary schools. Out of 48 secondary schools 37 are first cycle secondary schools (9-10) and the rest 11 are second cycle secondary schools (preparatory schools) and also from 37 first cycle secondary schools 31 of them are government secondary schools and 5 of them are private secondary schools. Out of 31 total government secondary schools, 7 government secondary schools (9-10) are selected using stratified random sampling techniques to maximize the potential of findings.

The target schools are Wonji Secondary School, Bulbula Secondary School, Bora Secondary School, Boset Secondary School, Marti Secondary School, Ude Secondary School and Chafe Donsa Secondary School were selected from government secondary schools. From each school 1 principal and from each woredas 1 supervisor were selected for the study by using available sampling technique. Using simple random sampling technique 152(67.26%) teachers were selected. Sample size determined for teachers were calculated by (Yeman, 1967),  $ni = \frac{Ni}{1+Ni(e)^2}$  From seven secondary schools a total of 35 school students' council of sample schools were taken as a sample using availability sampling, because they participate in most activities of a school as a leader. In general, 7 principals, 7 supervisors 152 teachers and 35 school students' councils were taken for this study.

Table 1: Population, Sample Size and Sampling Techniques

No	School Names	Teachers			Principals			Stu. Council			Supervisors		
		Popu	Sa	%	Pop	Sa	%	Po	Sam	%	Pop	Sam	%
1	Wonji	54	35	65%	1	1	100	5	5	100	1	1	100
2	Bulbula	41	27	65%	1	1	100	5	5	100	1	1	100
3	Bora	29	19	65%	1	1	100	5	5	100	1	1	100
4	Boset	38	25	65%	1	1	100	5	5	100	1	1	100
5	Ude	18	12	65%	1	1	100	5	5	100	1	1	100
6	Chafe Dons	22	14	65%	1	1	100	5	5	100	1	1	100
7	Merti	34	22	65%	1	1	100	5	5	100	1	1	100
Total		226	152	65%	7	7	100	35	35	100	7	7	100
Sampling Technique		Stratified Random Sampling			Availability Sampling			Availability Sampling			Availability Sampling		

### 3.5. Data Collection Instruments

In order to collect data, which is relevant for this study, the researcher was used questionnaire, semi-structured interview and document.

#### 3.5.1. Questionnaires

Questionnaire was prepared to collect information from teachers, supervisors and students' councils. In order to gather the appropriate information about the impact of school culture on school leadership practice in East Shoa Zone, questionnaire was set for teachers, student councils and school supervisors in light of the literature reviewed.

The questionnaire was composed of close-ended and open-ended questionnaires. Based on the nature of questions in yes or no and five point Likert Scales which was range from

strongly disagree to strongly agree, close ended questions were ranked. Open-ended questionnaires were designed for respondents to trap valuable additional information and to express his /her feeling about the research problem. The questionnaire was prepared in English and was distributed to the secondary school teachers, and supervisors. For the students' council it was translated to Afan Oromo and Amharic languages by experienced English teachers and Afan Oromo to address all of the respondents with keeping its originality.

Before administering the instrument of data collection, questionnaire was tested for validity and reliability. Conforming this, Wilkinson and Birningha (2003), have stated that usually mistakes are quickly spotted through piloting; ambiguous questions can be restated or developed.

In order to make the necessary correction and improvements on the questionnaire items, pilot testing was conducted for the content validity outside of sample school at Hawas Melkasa Secondary School found in East Shoa Zone, Adama Woreda. The pilot test was done with the objectives of checking whether or not the item contained in the instruments could enable the researcher to gather relevant information.

The draft questionnaire was distributed and filled with 18 teachers, 3 school leaders (principal, vice-principal and unit leader) one supervisors and 5 students' council. After the questionnaires were filled and returned the reliability of the items were determined using test and retest method. Modification was made accordingly in order to improve the questionnaires. To ensure validity, the instrument was examined by the advisor. Confusing items were modified and restructured to make the questionnaire clear and ready for the study. Then the questionnaire was distributed to 7 principals, 7 supervisors 152 teachers and 35 students' councils in order to collect the required research data. The questionnaire was fully filled and completed by the respondents. In most cases, the questionnaire was filled out on face to face bases. Then the researcher orients and clarifies unclear items for the respondents.

Table 2: Cronbach's Alpha factor Reliability for School Culture Survey Variables

Setions/Items	Crobach alpha (r)	No of items
1	0.719	6
2	0.730	5
3	0.712	6
4	0.836	7
5	0.735	7
6	0.839	7
7	0.831	7
Total	0.772	45

### 3.5.2. Interview

Semi structured interview was used as a data collection instrument in order to obtain additional data that could strengthen the output of the study. It is clear that if it was conducted well, it could produce in depth data that cannot possible with questionnaire.

Principals were taken from selected secondary schools for interview because they were small in number and their position was important in describing the impact of school culture on school leadership practices. Therefore, they have detailed information about the current status of the school culture on school leadership practices and factors that hinder or enhance the practice in their school. This helps the researcher get more and significant information.

### 3.6. Procedures of Data Collection

Before the questionnaire was distributed and interview was conducted, the researcher made contact with East Shoa Zone Education Office (ZEO) to get necessary data and letters of permission and recognition. Second, the researcher contacted with school principals to get accurate information regarding their population. Third, school principals were communicated to assign someone who helps the researcher as a school principal was busy with daily routine activity. Fourth, prior to distributing the

questionnaire and either directly to the process of data collection, necessary clarification of research information about the objective of research was made to target group of the study by the researcher.

The questionnaire was distributed for woreda secondary school supervisors, teachers and student councils of the schools. To increase the quality of the responses interview was arranged at the time convenient for school principals. The whole data was collected from selected school respondents within two to three weeks.

### **3.7. Methods of Data Analysis**

Data obtained from teachers, students' councils, school leaders through questionnaire and interview were analyzed using both quantitative and qualitative data analysis. The researcher collect both quantitative and qualitative data from sample respondents. The data which were collected through close ended questionnaires were tallied and tabulated. The interpretations made with the help of total mean value. The items were classified in to different tables in line with the basic questions. Each of the items were analyzed and interpreted. Analyzing the data were both quantitatively and qualitatively.

The data obtained through semi-structured interviews were transcribed and organized in categories and themes, and discussed. The qualitative data was analyzed by using narration. Accordingly, the data gathered from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20 windows. The data gathered through questionnaires were checked, coded, and classified with respect to the respondents' category and analyzed using mean. Additionally an independent one way ANOVA used to test the statistical mean difference among the three groups for scale data or variable. The qualitative data which was collected through open ended questions and interview were discussed and interpreted in narrative approach to substantial the quantitative information when ever required.

### **3.8. Ethical Considerations**

Data collection was conducted after getting permission from principals, supervisors, teachers, members and students' council. The instrument was distributed and data gathered after explaining the purpose of the study to those participants who actively involved as source of information.

The verbal consent was asked from each participants after explaining their right not to answer any of the questions and terminate the interview if they were not comfortable . Confidentiality was also an issue explained to the participants that their identity not revealed to any one and maintained throughout the study. They were also told that the responses they gave were read by the researcher only and used strictly for researcher purpose alone.

## 4. RESULTS AND DISCUSSIONS

This chapter deals with presentation, analysis and interpretation of the data categorized in to two sections. The first section treats the characteristics of the respondents. The second deals with the presentation and analysis of data gathered from the respondents through questionnaire and interview on the impact of school leadership practice.

### 4.1. Demographic Characteristics of the Respondents

This chapter deals with the presentation, explanation and descriptive analysis of result of the study and discussion of the data that have been collected through questionnaire and interviews from the selected sample schools. The collected data were coded, tabulated and entered into a computer specifically through SPSS (Statistical Package for Social Science) and analyzed quantitatively by applying descriptive and inferential statistics. The data were scored by calculating the mean and standard deviation. Overall, the data presentation and discussion procedure were organized as follows.

The target groups of the researcher were 275 populations, the researcher selected 201 respondents as a sample, Questionnaires were administering to 152 teachers, 35 students 'council, and 7 secondary school supervisors. Interviews were conducted with seven principals. The necessary information for this study was obtained by the researcher from the sample teachers, supervisors and students council through questionnaires and school principals through interview. Based on the responses obtained from the sample respondents, their characteristics were examined in terms of sex, age, service- year and academic qualification, and these were presented below in table 3.

Table 3: Background Characteristics of Respondents by Age, Service Year, Education Qualification and Sex

No	Variables	Teachers		Supervisors		Students council		School principal		Total		
		N	%	N	%	N	%	N	%	N	%	
1	Age	15-20	-	-	-	-	23	65.7	-	-	23	65.7
		20-25	20	13.4	-	-	12	34.3	-	-	40	24.55
		25-30	45	29.6	2	28.6	-	-	4	57.1	51	38.43
		30-35	35	23.0			-	-	1	14.3	36	18.3
		35-40	22	14.5	4	57.1	-	-	1	14.3	27	28.6
		40-45	20	13.2	1	14.3	-	-	1	14.3	22	13.9
		45-50	7	4.6	-	-	-	-	-	-	6	4.6
		>50	3	2.0	-	-	-	-	-	-	3	2.0
		Total	152	100	7	100	35		7	100	201	100
2	Service	1-5yrs	21	13.8	7	100	-	-	7	100	35	21.1
		5-10yrs	80	48.2	-	-	-	-	-	-	80	48.2
		10-15yrs	22	14.5	-	-	-	-	-	-	22	14.5
		15-20	17	11.2	-	-	-	-	-	-	17	11.2
		21-25	9	5.9	-	-	-	-	-	-	9	5.9
		Above 25	3	2.0	-	-	-	-	-	-	3	2.0
		Total	152	100	7	100	-	-	7	100	166	100
3	Qualification	Grade 9	-	-	-	-	14	40	-	-	14	40
		Grade 10	-	-	-	-	21	60	-	-	21	60
		Total	-	-	-	-	35	100	-	-	35	100
		Diploma	4	2.63	-	-	-	-	-	-	4	2.63
		BA	-	-	-	-	-	-	-	-	-	-
		BSC	-	-	-	-	-	-	-	-	-	-
		BED	142	93.4	4	57.1	-	-	7	100	161	92.2
		MA	-	-	-	-	-	-	-	-	-	-
		MSC	-	-	-	-	-	-	-	-	-	-
		MED	6	4.0	3	42.9	-	-	-	-	9	5.4
		Total	152	100.0	7	100	-	-	7	100	166	100
4	Sex	Male	108	71.0	7	100	19	54.3	7	100	141	70.2
		Female	44	29.0	-	-	16	45.7	-	-	60	29.9
		Total	152	100	7	100	35	100	7	100	201	100

**Source:** Field Survey 2017

As shown in the table-3, 23 student's council respondents were below the age of 20 years; 23 (65.7%) respondents' lies on 15-20years and 12(34.3%) student councils respondents were lies between the ages of 20 to 25 years. In areas like Fantalle/Mathara, the economies of their families of the students were totally pastoral. The others also work

on their families' farm like Adamitullu Jidokombolcha, Boset, Bora, Adama and Gombich areas; In this case, the age of students were older than the age of schooling.

For teacher, respondents in the age of 20-25 years were 20 (13.4%). The age of 25-30 years was 45 (29.6%). The age of 30-35 years respondents were 35 (23.0%). The age of 35-40 years respondents were 22 (14.5%). This shows that the age of respondents composed of different age groups enable to understand the culture of secondary school in general from different perspectives.

From the same table it was indicated that the total 141(70.13%) of the respondents were male, whereas 60(29.85%) of them were female. On the other hand, 108(71.0%) and 44(29.0%) respondents of teachers were male and Female respectively. When it came to the gender of students 'council, 19(54.3%) were male and 16 (45.7%) were female and all supervisor and head of schools were male.

As we observe from the table-3 the number of male teacher and students 'council respondents were more than the number of female respondent. This implies that the participation of female in secondary schools is low and the male were dominant in the academic staff. In the case of supervisor and school principals, totally no female supervisor and school head/ principals of schools of East Shoa Zone. In addition to this, those respondents could have their own implication of building cultural patterns at subculture and school level.

As it is indicated in the table 3, out of 152 teachers; 4(.63%) teachers are diploma holders, 142(93.4%) of the teachers' respondents were BED degree holders, the rest 6(4.0%) teachers respondents were MED degree holders. All principals (100%) of the East Shoa Zone Secondary Schools were Bed or EdPM degree holders and 4(57.1%) of the supervisors respondents were Bachelor of education degree holders and the rest three supervisors were MED/EdPM degree holders. 14(40.0%) of students council were grade 9 and 23 (60.0%) were grade 10. As we understood from the data, teachers have more bachelor degree holder. On other hand, about three supervisors hold Masters of Education Degree/ educational leadership and school leadership and the rest four supervisors were Bachelor of Education Degree holders and all school heads/ school principals were not hold Masters of Art, Masters of Science or Masters of Education degree to fit the position according to the criteria of Ministry of Education of Ethiopia. In addition to this, those

respondents could have their own implication of building cultural patterns at sub-culture and school level. The practice of school leaders also determined by principal's qualification in areas of school leaders.

As it is indicated in the same table 21 (13.8%) respondents of teacher had service year less than five years; 80(48.2%) of them served 5 to 10 years, 22(14.5%) respondents had served 10 to 15 year; 17(11.2%) of them had served 15-20 year; 9(5.9%) respondents were served 21-25 year ,and 3(2.0%) respondents were served more than 25 years, On the other hand, all supervisor respondents served less than five year and the same all school principal respondents served less than five years. They can have different understanding and experience the concerning the secondary schools culture of East Shoa Zone. The existences of respondents with different years of services were in valuable in providing the real culture profile of school. This was due to different experiences in developing in school easily identifying what type of culture they practices in school.

#### **4.2. School Leadership practices in current situation in the Secondary School of East Shoa Zone**

The assessments of school leadership practice of the secondary schools of East Shoa Zone were made. And for this, the collaborative leadership, teacher's participation and staff development of the schools were used as indicators, The following results were found, when the degree to which these indicators were presented in the schools were measured, using different items and data gathering tools.

Table 4 School leadership practice in current situation

No	Leadership practice	Respondents Category	N	Mean	Std.	Weighted /grand mean	F-value	Sig
1	Collaborative leadership	Teachers	152	1.84	.45	1.88	0.735	0.785
		Student council	35	2.01	0.42			
		Supervisors	7	2.19	0.47			
2	Teachers participation	Teachers	152	3.78	0.43	3.79	0.558	0.622
		Student council	35	3.83	0.34			
		Supervisors	7	3.68	0.48			
3	Staff development	Teachers	152	3.74	0.39	3.76	0.326	0.409
		Student council	35	3.85	0.30			
		Supervisors	7	3.69	0.45			

*Note:* at significance levels of 0.05  $df=203$ ,  $N=205$  scale: 1-1.49=strongly disagree, 1.5-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree

## ANOVA

Collaboration Leadership practice	Between Groups	0.110	2	0.055	0.258	0.90
	Within Groups	40.64	191	0.213		
	Total	40.70	193			
Teachers participation in leadership practice	Between Groups	0.151	2	0.076	0.487	0.62
	Within Groups	29.88	191	0.156		
	Total	30.029	193			
Staff development	Between Groups	0.405	2	0.203	1.301	0.41
	Within Groups	29.78	191	0.156		
	Total	30.184	193			

The collaborative leadership practice type describes the degree to which school leaders establish and maintain collaborative relationships with all school community. The leader's value school community ideas seek their input, engage them in decision-making, and trust their practiced judgments. Leaders support and reward risk-taking, innovation, and sharing of ideas and practices (Arbabi & Mehdinezhad, 2015). As clearly indicated in the table 4, in collaborative leadership practiced, the total respondents of teachers, students council and supervisors were asked to rate their agreement. As a result, the average mean score of teachers in all items under the collaborative leadership practice was 1.84 that shows disagree; the students' council in the same items were 2.01 that shows also disagree and supervisors was also 2.19 that shows disagree on the same items. The grand mean of three groups of respondents in all items under the collaborative leadership was 1.88 that shows disagree on collaborative leadership practice. The corresponding results ANOVA value was indicated that there is no statically significance mean difference in perceiving among the three groups of respondents,  $F(2,191) = 0.74, p > 0.05$ . This means teacher, students' council and supervisors have the same views concerning the collaborative leadership practice. This implies there is poor collaboration of school communities in the secondary school of East Shoa Zone in the current situation.

In line with this idea the important point to note is that, because decision-making is concentrated in so few hands, the strategies and key members create situations which others have to implement. It is difficult for others outside the 'family network' influence events. The ability of the collaboration leadership to adapt to changes in the environment is very much determined by the perception and ability of those who occupy the positions of leaders within it.

For teacher's participation in school leadership practice, the total respondents of each teachers, student's council and supervisors were asked to rate their agreement in all items under teacher's participation in school leadership practice. As a result, the average mean score of teachers in all items under the teacher's participation in school leadership practice was 3.78 that shows agree; student council was 3.83 that shows agree and supervisors' 3.68 that shows agree on the same item. The grand mean of the three group respondent's was 3.79 that shows agree on teacher's participation in school leadership practice. The corresponding results of ANOVA indicated that there is no statically

significance differences among the three group of respondents  $F(2,191) = 0.56, p > 0.05$ , one tailed. This means teacher, students' council and supervisors have the same views concerning the teacher's participation in school leadership practice available/practiced in the secondary school of East Shoa Zone in the current situation.

According to Piazza & D'Entremont (1993) which was explained in the literature review of the study, describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. Teachers across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers

Leadership is visionary, innovative, and risk-oriented. The glue that hold together the school is commitment to experimentation and innovation emphasize is on being at the leading edge of knowledge, products and/or service. Readiness is for changes meet new challenges important. The school long term emphasize is a rapid growth and acquiring new resource means producing uniform and original products and service.

Furthermore, the interview results on the same item above were similar to the questionnaire results. The results indicate that there were no efforts made so far to change the school leadership practice. The principals 1, 2, 3 and 4 of the schools said:

Furthermore, the interview made with the principal of schools reveals that, as principals 1, 2 and 3 said:

*“There is high struggle to change on the parts of teachers. They always try to innovate new ways to do things to make school exemplary. This indicates that in current situation the school is dynamic ‘and in apposition of teaching and leading in new ways of doing things.’”*

In addition to this principal 4, 5, 6 and 7 explain:

*“The school also improved by open communication channel, respects staff creativeness, encouraging their ideas in order to help to communicate each other and pursue school goal “*

Unlike the previous two school leadership practice types the third school leadership type was staff development, describes the degree to which teacher's value continuous personal

development and school-wide improvement. Teachers seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge, particularly current knowledge about instructional practices (Main, Pendergast and Virture, 2015). The total respondents of three groups: teachers, student's council and supervisors were asked to rate their agreement. As a result, the average mean score of teachers in all items under the staff/professional development was 3.85 that shows agree; student council was 3.78 that shows agree and supervisors also 3.69 that shows agree on the same item. The grand mean of three group respondents was 3.76 that shows agree on staff/professional development. The corresponding results of ANOVA indicated that there is no statically significance mean difference in perceiving among the three group of respondents,  $F(2,191) = 1.33, p > 0.05$ , one tailed. This means teacher, students' council and supervisor have the same views concerning the staff/professional development available in the secondary school of East Shoa Zone in the current situation.

#### **4.2.1. School leadership practice in current situation as perceived by teachers**

As it can be observed from table three above, the teacher rated 1.84, 3.76 and 3.74 mean values for collaborative leadership practice, teacher's participation in school leadership and staff/professional development respectively. The data indicates that the highest mean score was awarded to the teacher's participation and professional development which is score an average mean of 3.76 and 3.34 respectively, means they agree on the presence of teacher's participation and professional development practice. Next to this for collaborative leadership practice score 1.84 occupied last ranks. This implies that teachers perceived the highly practiced of secondary school to be teacher's participation in school leadership and staff/professional development practice.

Handy suggests that this participatory leadership is appropriate in school/organizations which are not subject to constant change. The leadership practice functions well in a steady-state environment, but is insecure in times of change. The collaborative leadership practice is typified in government departments, local authorities, public utilities and the public sector in general. This sort of practice finds it extremely difficult to change rapidly. The collaborative leadership practice is typified by rationality and size. Collaborative leadership practices are likely to be most successful in stable and predictable environments over which the organization/school is able to exert some

control or where product life spans are long. Therefore, an organization/school with this type of practice can find it difficult to survive in an environment that requires the ability to be adaptive and responsive to dynamic changes.

Effective leadership is visionary, innovative, and risk-oriented. The glue that holds together the school is commitment to experimentation and innovation emphasize is on being at the leading edge of knowledge, products and/or service. Readiness is for changes meet new challenges important. The organization long term emphasize is a rapid growth and acquiring new resource means producing uniform service.

Interview made with the principal of schools reveals that, as principals 1, 2 and 3 there is high struggle to change on the parts of teachers for the collaborative leadership. They always try to innovate new ways to do things to make school exemplary. This indicates that in current situation the school is dynamic 'and in apposition of teaching and leading in new ways of doing things. In addition to this principal 4, 5, 6 and 7 explain the school also improved by open communication channel, respects staff creativeness, encouraging their ideas in order to help to communicate each other and pursue school goal.

#### **4.2.2. School Leadership practice in the current Situation as Perceived by Students' Council**

As depicted on the Table-3 above, the students' council rated 2.01, 3.83 and 3.85 mean values for collaborative leadership practice, teacher's participation in school leadership practice and staff/professional development practice respectively. The data showed that the highest mean values were given to the professional development practice it continues with teacher's participation, which rated with the mean value were 3.85 shows agree and 3.83 which means agree for the staff/professional development and teacher's participation respectively. The mean values rated by respondents were 2.01 shows disagree for collaborative leadership practice. This showed that the highly practiced school leadership practices of the secondary schools as perceived were staff/professional development and teacher's participation 1<sup>st</sup> and 2<sup>nd</sup> respectively.

Achievement practice is often referred to as staff/professional development and teacher's participation, which entails that school member's focus on realizing the set purpose and goals of the school. The school structure is like a net, with some of the strands of the net

thicker and stronger than others (Harrison, 1993). The completion of a teacher's collaboration is important as team work rather than the promotion of individual positions or work (Hampden-Turner, 1990). Unlike collaborative leadership -oriented, where positional or personal power plays an important role, skills, competencies and expert power forms the core of achievement-oriented practice. Therefore, authority is based on appropriate knowledge and competence.

The main strategic objective of this practice is to bring the right people together, in order to achieve the school goals (Brown, 1998). This suggests that the achievement-oriented practice is similar to team orientation as a characteristic of school leadership practice.

#### **4.2.3. School leadership practice in the current situation as perceived by supervisors**

As depicted on the Table-3 above, supervisors rated 2.19, 3.68 and 3.69 mean values for collaborative leadership practice, teacher's participation in school leadership and staff/professional development respectively. The data showed that the highest mean values were given to the professional development culture which average mean in all items under this variable was 3.69 shows agree and it continues with teacher's participation practice which its average mean in all items of variable teacher's participation practice was 3.68 which shows agree. The mean values rated by respondents were 2.19 shows disagree for collaborative leadership practice. This showed that the mostly practiced school leadership practice of the secondary schools as perceived by supervisors were staff/professional development and teacher's participation 1<sup>st</sup> and 2<sup>nd</sup> respectively. This indicated that in secondary school there is professional development practice and teacher's participation in school leadership practice. In the other way there is no school community collaboration leadership practice in East Shoa Zone secondary schools.

In the interview made with the principals of schools respondents said that, school supervisor give support what they believe should be without negotiating the principals and considering the situation in the school. This statement can strengthen the pervious result that the teachers, students council and supervisor's thinks school to be practiced by staff/professional development and teacher's participation in school leadership practices.

### 4.3. School Leadership practices at School in the Current Situation

In the previous sections, the school leadership practices of secondary school of East Shoa Zone is perceived by each category of respondent's teachers, students' council and supervisors were assessed separately. However, in this section the overall perception of the respondents has been assessed. As it can be seen from table 4 above: the grand mean score rated 2.01, 3.79 and 3.76, mean values for collaborative leadership, teacher's participation and professional development types by overall groups in their respective order shows that the highest average point was provided for, teacher's participation in school leadership practice, a mean of 3.79 they agree staff/professional development practice a mean value of 3.76 it shows agree. This indicates that the current or existing dominant leadership practice of secondary school of East Shoa Zone was a teacher's participation in school leadership practice types and professional development type. In other wards collaboration leadership in all school community were poorly exists in secondary schools of East Show Zone.

Handy's (1993) notes that, this type of leadership practice focuses mainly on job description and specialization. In other words, work is controlled by procedures and rules that spell out the job description, which is more important than the person who fills the position. The advantages of , teacher's participation in leadership are: well-designed structures and systems make room for efficient operations and reduce the time for learning jobs, clear lines of authority and responsibility reduce conflict, turf battles, confusion and indecision, clear, fair rules and guidelines protect individuals from exploitation and abusive use of power, routine and predictability provide security and reduce stress.

Formal procedures generally govern what people do. The leadership in school is generally considered to exemplify, coordinating, organizing or smooth running efficiency. The glue that holds the organizations/school together is formed rules and policies. Maintain a smooth-running school is important. The school emphasized paralance and stability. Efficiency, control, and smooth operation are important. The success of school based on having the unique or newest products/services. It is a product leader and innovator.

#### **4.4. The leadership Style used in School's by Principals as Perceived by Teachers, Students' Council and Supervisors.**

The three-leadership styles are democratic, autocratic, and laissez-faire classifications were analyzed as show in the Table-5, As it is clearly indicated in the table below, the total respondents of three groups: teachers, students council and supervisors were asked to rate their agreement. As a result, the average mean score of teachers in all items under democratic leadership style variable was 3.73 that shows agree, the average mean values of student council in all items was 4.06 that shows agree and the average mean values of supervisors was 3.77 that shows agree on the same item. The grand mean of three groups of respondents in all items under democratic leadership style was 3.84 that shows agree. The corresponding results of ANOVA indicated that there is no statically significant mean difference among the three groups of respondents regarding the democratic leadership style,  $F(2,191) = 0.772$ ,  $p > 0.05$ , one tailed. This implies that teachers, students 'councils and supervisors have the same view concerning the leadership style, which exercised by the principals at Secondary School of East Shoa Zone.

For autocratic leadership style the total respondents of all groups: teachers, student's council and supervisors were asked to rate their agreement. As a result, the average mean score of teachers in all items under autocratic leadership style was 2.36 that shows disagree and that the average mean of student council in all items under the autocratic leadership style were 2.29 that shows disagree and the average mean of supervisors in all items under autocratic leadership style was 2.29 that shows disagree. The average mean of three group respondents was 2.35 that disagree in autocratic leadership style. The corresponding results of ANOVA indicated that there is no statically significant mean difference among the three groups of respondents,  $F(2,191) = 0.773$   $p > 0.05$ , one tailed. This implies that the teachers, students 'council and supervisors have the same view regarding the current autocratic leadership style at East Shoa Zone. In this case principals of the school take it consideration the school plan and its implementation without initiative of staff and students. In addition to this, the success of schools was the results of principal's strong motivation and give direct and immediate assistance to achieve the goal. This shows that the principal couldn't consider human relation.

Table-5: The leadership style used in School's by principals as perceived by Teachers, Students' Council and Supervisors

No	Leadership style	Respondents category	N	Mean	/grand mean	F-value	Sig
1	Democratic	Teachers	152	3.80	3.84	.772	.544
		Student council	35	4.06			
		Supervisors	7	3.77			
2	Autocratic	Teachers	152	2.36	2.35	0.773	0.560
		Student council	35	2.29			
		Supervisors	7	2.39			
3	Laisser faire	Teachers	152	2.42	2.37	0.133	0.898
		Student council	35	2.18			
		Supervisors	7	2.47			

Note: at significance levels of 0.05  $df=203$ ,  $N=205$  scale: 1-1.49=strongly disagree, 1.5-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree

*Deviations*

## ANOVA

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		SS	Df	Ms	F	sig
Democratic leadership style	Between groups	0.211	2	0.106	0.658	0.543
	With in groups	30.822	191	0.161		
	Total	31.031	193			
Autocratic leadership style	Between groups	0.389	2	0.104	0.403	0.638
	With in groups	49.297	191	0.258		
	Total	49.686	193			
Lassies faire leadership style	Between groups	1.705	2	0.853	3.921	0.232
	With in groups	51.245	191	0.268		
	Total	52.949	193			

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The third leadership style was laissez-faire leadership style the total respondents of all teachers, students council and supervisors were asked to rate their agreement. As a result, the average mean score of teachers in all items under laissez-faire leadership style was 2.42 that shows disagree and the average mean of student council in all items under laissez-faire leadership style was 2.18 that shows disagree and the average mean supervisors in all items under laissez-faire leadership style was 2.47 that shows disagree. The grand mean of three group respondents was 2.37 that shows disagree in laissez-faire leadership style. The corresponding results of ANOVA indicated that there is no statically significance difference in perception among the three group of respondents,  $F(2,191) = 0.133$ ,  $p > 0.05$ , one tailed. This implies that the teachers, students 'council and supervisors have the same view regarding the current laissez-faire leadership style at secondary school of East Shoa Zone. Finally, democratic leadership style which used by principals as perceived by three groups of respondents has got the highest the grand mean (  $M=3.88$ ) by all group respondents that shows agree, grand mean 2.35 that shows disagree from all group respondents for autocratic leadership style, and grand mean(  $M=2.35$ ) that shows disagree from the all group respondents which given for laissez-faire leadership style. The results of ANOVA indicated that there is no statically significance difference in perceiving among the three group of respondents,  $F(2,191) = 0.38$ ,  $p > 0.05$ ,

one tailed. This means that teachers, students' council supervisors have the same view on the current all leadership style in secondary schools of East Shoa Zone.

#### **4.4.1. Principals' leadership style perceived by teachers**

As it can be observed from the same table above, the teacher rated 3.80, 2.36, and 2.42 mean values for democratic, autocratic, and laissez-faire leadership style respectively. The data shows that the highest grand mean value was awarded to the democratic leadership style practiced by principals. These imply that teachers perceived the current practice of leadership style used by secondary schools principals were democratic leadership style.

According to Koontz (1990) which is explained in the literature review of the study, the democratic leadership style is characterized by determine organization policy, standard of performance and assign tasks to members with consulting them. In addition to these leadership expert (2010) notes us democratic leader style have the following character: leaders mobilize and consults members, does participate followers, and does initiate new idea and the center of coordinator, made decision. Finally, there open communication between leader and follower (Mind Tool)

#### **4.4.2. Principals' leadership style perceived by students' council**

As it clearly indicated on the Table-5 above, students council perceives the current leadership style used, in secondary school by principals rated 4.06, 2.29, and 2.18 mean values for democratic, autocratic, and laissez-faire leadership style respectively. The highest mean score rated by students' council was democratic leadership style practiced by principals in secondary school. In the case of autocratic leadership styles and laissez-faire leadership styles there is poorly practiced in the secondary schools of East Shoa zone.

#### **4.4.3. Principals' leadership style perceived by supervisors**

As it clearly indicated on the Table-4 above, supervisors perceives the current leadership style used, in secondary school of East show zone by principals rated 3.77, 2.39, and 2.47 average mean values for democratic, autocratic, and laissez-faire leadership style respectively. The highest average mean score rated by supervisors also was democratic leadership style practiced by principals in secondary school..

In part of interview about type of leadership style principals practice /follow/ principal 3 and principal 4 said, they practiced leadership style by combination of three leadership styles (democratic, autocratic and laissez-fair leadership style ). Also principals 1,2, five and seven said most of the time democratic they practice democratic leadership style, but the rest one principal six said autocratic leadership style he practiced. However, this situation goes even the same perception that the principals practiced when compare with to the teachers, students council and supervisors despondences'. Majority of principals did practiced characteristics of democratic leadership styles in secondary schools of East Shoa Zone. In addition, Blachard (1993) suggest that leadership style is more of how the subordinates perceive their leaders behavior than how the leaders think he behave.

In generally, the overall three groups of respondents the current practice of secondary school principal leadership style were democratic. According to Ayalew (2000:24), of the three style of leadership, followers choose the democratic style the best. In addition to this, leaders which work in education maintained that schools are effective are those, which use group work, consultation, and participation

#### **4.5. Situational Factors That Affect the School Leadership Practice3**

In terms of factors that affects the school leadership seven items were presented to East Shoa Zone secondary school teachers, students' councils and supervisors and school leader respondents to rate on the issue of situational factors that affects school leadership practices. Therefore, the mean and average mean values for variables is computed and presented in Table 3 as follows.

**Table 6 Situational factors that affect the school leadership practice**

No	Items	Respondents	Mean	Std	Df	MS	ANOVA	
							F-	Sig
1	<b>Internal Factors</b> The existing education policy is well accepted by the school community	Teachers	4.34	.074	2	.037	0.120	.887
		Students Cou.	4.4	33.917	191	.311		
		Supervisors	4.42	33.991	193			
2	Teachers are encouraged to participate in all activities	Teachers	4.08	.403	2	.201	0.38	.688
		Students Cou.	4.06	58.517	191	.537		
		Supervisors	4.08	58.920	193			
3	Existence of good qualified teachers and non-teaching personnel	Teachers	4.08	1.869	2	.934	2.85	.066
		Students Cou.	4.32	36.560	191	.335		
		Supervisors	4.00	38.429	193			
4	Good allocation of resources	Teachers	2.42	0.45	2	.538	0.133	0.898
		Students Cou.	2.18	1.28	191	.034		
		Supervisors	2.33	1.17	193			
5	<b>External factors</b> High support from local NGOs	Teachers	4.06	3.012	2	1.506	2.22	.151
		Students Cou.	3.8	85.417	191	.784		
		Supervisors	3.42	88.429	193			
6	Community participation and Social value	Teachers	2.08	.734	2	.367	1.59	.209
		Students Cou.	2.00	25.230	191	.231		
		Supervisors	2.3	25.964	193			
7	Higher official support from the sector	Teachers	4.10	3.480	2	1.74	2.84	.063
		Students Cou.	3.82	66.797	191	.613		
		Supervisors	3.6	70.277	193			

Note: at significance levels of 0.05  $df = 203$ ,  $N=205$  scale: 1-1.49 = strongly disagree, 1.5-2.49 = disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree  
Deviations

As shown in item 1 of table 6, the respondents were asked to rate their degree of agreement on the existing education policy is well accepted by the school community. There were no differences among the mean of each group. All the three groups agreed on the issue. The total mean of the respondents falls in between 3.5-4.49(4.4). One way ANOVA was applied to test whether all groups of respondents equally expressed their opinion on the idea. The ANOVA result indicated that there was no statistically significant mean difference among the responses of the three groups,  $F(2,191) = 0.120$ ,  $P > 0.05(.887)$ , one tailed. This indicated that the existing education policy is well accepted by the school community.

As shown in item 2 of table 6, the respondents were asked if teachers were encouraged to participate in all activities of school leadership. The majority of the respondents agreed on the idea. As the mean showed, the three respondents agreed on teachers were encouraged to participate in all activities of school leadership. The total mean of the respondents fall in between 3.5-4.49(4.03). One way ANOVA was applied to test whether all groups of respondents equally expressed their opinion on idea. The result indicated that there was no statistically significant mean difference among responses of the groups,  $F(2,191) = 0.38$ ,  $P > 0.05(.688)$ , one tailed. This showed that teachers were encouraged to participate in all activities of school leadership.

Regarding to qualified teachers and non-teaching personnel in item 3 of table 6 the respondents were asked to rate their degree of agreement, the majority of the respondents confirmed that teachers were encouraged to participate in all activities of school leadership. The total mean of the respondents fall in between 3.5-4.49(4.18). One way ANOVA was applied to test whether all groups of the respondents equally expressed their opinion on the idea. Its result indicated that there was no statistically significant mean difference among responses of the three groups,  $F(2,191) = 2.85$ ,  $P > 0.05(.066)$ , one tailed. This showed that teachers were encouraged to participate in all activities of school leadership practices.

In item 4 of table 6, the respondents were asked to show their level of agreement on if sufficient allocation of resources. The majority of the respondents confirmed that the allocation of resources especially from government were very low. Accordingly, mean of the respondents fall in between 1.5-2.49(2.37). One way ANOVA was applied to test

whether all groups of the respondents equally expressed their opinion on the idea. The ANOVA result showed that there was no statistically significant mean difference among responses of the three groups,  $F(2,191) = 0.13$ ,  $P > 0.05$ , one tailed. This indicated that there was lack resource allocation in East shoa Zone Secondary Schools.

In table 6 item 5, the respondents were asked to rate their degree of agreement on the support from local NGOs. Most of the respondents agreed on that there is supports from local NGOs. The total mean of the respondents fall in between 3.5-4.49 one way ANOVA was applied to test whether all groups of respondents equally express their opinion on idea. The ANOVA result indicated that there was no statistically significant mean difference among the three groups,  $F(2,191) = 2.22$ ,  $P > 0.05(.151)$ , one tailed. This showed that local NGOs are participating in school issues mostly in capacity building, allocation of finance and material resources to Secondary Schools of East Shoa Zone

In item 6 of table 6 the respondents were asked to rate their degree of agreement on if Community participation and Social value. Accordingly, the total mean of the respondents fall in between 1.5-2.49. One way ANOVA was applied to test whether all groups of the respondents equally expressed their opinion on the idea. The ANOVA result indicated that there was no statistically significant mean difference among the three groups of the respondents,  $F(2,191) = 2.09$ ,  $P > 0.05(.209)$ , one tailed. This showed that there was poor community participation and social value in secondary schools of East Shoa Zone.

In item 7 of table 6, the respondents were asked to show their level of agreement on if higher official support from the sector. The majority of the respondents confirmed that the higher official support from the sector. Accordingly, mean of the respondents fall in between 3.5-4.49(4.02). One way ANOVA was applied to test whether all groups of the respondents equally expressed their opinion on the idea. The ANOVA result showed that there was no statistically significant mean difference among responses of the three groups,  $F(2,191) = 2.31$ ,  $P > 0.05(.063)$ , one tailed. This indicated that there was higher official support from the sectors.

## 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The final section of this thesis deals with the summary of the major findings of the study, conclusion reached at and the recommendations forwarded in relation to the research objectives. In addition, the demographic characteristics of teachers, student councils and supervisors are also discussed.

### 5.1. Summary

The purpose of this study was to assess the school leadership practices in the selected Secondary Schools of East Shoa Zone. The following basic questions were raised in the study.

1. What are the school leadership practices in government secondary schools of East Shoa Zone.?
2. What are the leadership styles practiced by principals to lead teachers, students council and supervisor in secondary schools of East Shoa Zone?
3. What are the major situational factors that affect the school leadership practice of government secondary schools in East Shoa Zone?

To answer the above questions descriptive survey designs have been employed. After the questionnaires in the pilot test, 38 questionnaires were developed for main study and distributed to respondents.

The study was carried out in seven selected secondary schools of East Shoa Zone. The subject of the study were teachers (Male=108 and F=44) students 'council (M=23 F=12), seven supervisor (all male), interview with seven principles (all male) were used in the study to gather quantitative and qualitative data. The total number of respondents was 201 (152 teachers, 35 student's council, 7 supervisors and 7 principal of the schools) were selected using simple random sampling for teachers and available sampling techniques for student council, supervisors and principals. The entire questionnaires distributed were returned to the researcher and the return rate was 98%.Therefore, the total subject of the study were 201 (M=141 F=60) in number. The data was collected from the above groups 'through questionnaires and interviews. The collected data were analyzed using statistical tools such as mean and one way ANOVA were used.

Qualitative data was used to supplement quantitative data. Based on the results of data and analysis done, the following main findings were obtained.

### **Finding Related to the Dominant Culture of School**

The finding related to school leadership practices current situation in East Shoa Zone shows that in the majority Secondary Schools were highly practiced by teachers' participation in school leadership practiced with the highest mean scores of 3.88. In terms of three dimensions currently secondary school is practiced by teacher participation in school leadership in most of the Secondary schools of East Shoa Zone.

In the same way, school leadership practice which was mostly practiced in secondary school was staff or Professional development. They tend to be very dynamic. They are constantly subject to change and have to create temporary task teams to meet their future needs. Above all, information and expertise are the skills that are of value. The practice is represented best by a network. The organizational/school glue that holds the Secondary Schools together is formal rules, policy, and maintains a smooth-running schooling is important. Besides this, school emphasizes permanent and stability Efficiency, control, and smooth operation are important. At finally, success of organization/school was based on the unique or newest products. It is a service leader and innovator.

### **Finding Related to the Current Leadership style perceived by Respondents**

Finding related to leadership style practiced by principal, and perceived by teachers, students 'council, and supervisors in the current practice of leadership style used at Secondary Schools of East Shoa Zone to be principals 'leadership style with the highest mean scores of 3.25, 2.35, and 2.30 for democratic, autocratic, and laissez-faire style respectively. In terms of the current situation, the principals of secondary schools exercised democratic leadership style. As Burns (1978) suggested that leader to make group members interested maintain employee's moral, interpersonal relationship and psychological needs.

### **Finding Related to situational factors that affects school leadership**

As it was understand from analysis, the existing education policy was well accepted by the school community and teachers were participate in school activities in actively, in the case of allocation of resources sufficient resource were not allocated to secondary schools of East Shoa Zone. Regarding to supports from local NGOs, they are participate mostly

in capacity building and financial allocations. There was technical and professional support from the higher officers especially from zonal educational office.

## **5.2. Conclusions**

Based on the summarized points of the study, the following conclusions were made. Regarding the school leadership practice at secondary school, it was found that the secondary school there were teachers' participation in school leadership in the current situation this indicates the school is place where teachers collaborate among each others. Formal procedures generally govern people what they do. Leadership in organization/school was generally considered to exemplifying, coordinating, or smooth running efficiency. The glue that holds the school together was formal rules and policies. Maintain a smooth-running school is important. In a teacher's collaboration, people have clearly delegated authorities within a highly defined structure.

Participatory leadership could play an important role in bringing friendly relationship and cooperation among the members of school and empower for developed a sense of respect, loyalty, innovation and confidence's that build a culture of trust which has positive influence on outcomes of students, satisfaction of teachers and perception of other stake holders.

With respect to the practice of principal leadership style in the current situation, the finding indicated that, the three group of respondent's choiced the same style. However, leadership is a dynamic process a leader should always be a state enough to use the right type of leadership offer thoroughly assessing a prevailing situation. In order to do so, he/she examine the nature of task, human relation, commitment of employees, motivations and links capabilities and the nature of individual and group he/she leads. In this case, principals establishing behavioral norms, instructional support, carry out and in the school reforms designed to build cultural foundation of school excellence and the principals' effectiveness also measured by teachers, students of their satisfaction, commitment, unit of performance, From this, we conclude that democratic leadership style is preferable. In education, it has been maintained that schools are use group work, consultation and participation. Regarding to the factors of school leadership Most East Shoa Zone principals tend to pay attention to the development of their teachers. As the

result of principal attention teachers are alert to improving themselves and also attentive to the needs of parents and students.

### **5.3. Recommendations**

One important thing to be noted here is that, there was no best solution that could improve the impact of school culture on leadership practice in the secondary schools, all are at a swift. Indeed, one cannot expect such precise lists of solutions for all factors that are responsible for impacts. However, the following may be regarded as a possible recommendation were forwarded to be used by practitioners and decision makers in order to minimize the impact of school culture on leadership practice in trustfully.

Based on the summary and conclusion of the study, the following recommendations were proposed.

1. Developing collaborative leadership in school helps reduce the professional isolation of collaborative leadership, allows the sharing of successful practice and provides support. Collegial relationships facilitate change because change involves learning to do something new, and interaction is the primary bases for social learning. These relationships assist in motivating the new positive practice of the school improvement effort and reduce isolation. So the school leaders; principals, supervisors, WEB and members of the schools need to develop the collaborative and collegial work culture to improve productivity of the school.
2. The secondary school of East Shoa Zone practices leadership style in current situation is democratic style. The principals and supervisors should design to motivate positive school society to Participatory, innovative and by promoting values that especially contributed a lot for school image building and success. Democratic leaders need to ensure that all faces of school reward and promotion system, school structure, management style, training, communication, symbolism, procedures reflect the values of school. At the end school, principals, supervisors and WEOs also implement the school community suggestion, comments and feed backs that support the school values.
3. Schools are organizations where different school communities exist to work together for the attainment of schools goals and objectives which are not possible for principals alone and parents' involvement in schools' affairs has been found to be

low. Thus, principals, supervisors and including the concerned body even local political leaders need to inform and influence parents relentlessly for their more involvement in the school affairs. Moreover, principals themselves need to work more with parents.

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## 7. APPENDIX

### 7.1. Appendix-I

HARAMAYA UNIVERSITY  
 POSTGRADUATE PROGRAM DIRECTORATE  
 College of Educational and Behavioral Science  
 Department of Educational Planning and Management  
 Questionnaire to be filled by teachers, supervisors

#### Dear respondents:

I am a postgraduate student at the Department of Educational Planning and Management of Haramaya University, who conducted a thesis research on the topic, entitled “ School Leadership Practice in East Shoa Zone Secondary schools”. The result and success of the study will depend on the quality of your response. Hence, I request you kindly to provide accurate and honest responses to the items presented. Your identity will be kept confidential and your response will be used only for academic purpose. Please respond to all the questions.

Thank you in advance for sacrificing your precious time

#### General Directions:

- No need to write your name
- Put a tick (  ) mark in the box where alternative answer are given
- Give precise and short responses to open- ended questions if any, and please follow instructions provided for each part
- Please give only one answer to each item unless you are requested to do otherwise.

#### Part I: Background Information of Respondents

1. Your school Name \_\_\_\_\_
2. Sex Male  Female
3. Age A. 15-20  B. 20 – 24 years  C. 25 – 30 years  D. 30 – 35years   
 E.35 – 40  F. 40 – 45 years  G. 46 – 50 years  H. above 50 years
4. Level of Education (Academic Qualification) A. Grade 9  B. Grade 10

C. Diploma  D. BA/BSc/Bed  E. MA/MSc/Med  F. Any other

5. Total years of service: A. 1 – 5  B. 5 – 10  C. 10 – 15  D. 15 – 20

E. 21 - 25  F. above 26years

**Section II:** Items related to school culture practiced by teachers and supervisors

Instruction: The following items are intended to identify dominant school culture exercised by the principal in the school as perceived by teachers and supervisors. Please indicate the extent to which the dominant practiced and preferred by you. 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

No	School Leadership practices	Rating Scale				
		1	2	3	4	5
	<b>Collaborative Leadership</b>					
1	In the school responsibilities are given to all staff members.					
2	Teachers perform their given responsibilities willingly in the school.					
3	Responsibilities are given to personality rather than expertise in the school.					
4	School leaders facilitate collaborative relationship among the school staffs.					
5	Staffs value their decision making in the school.					
6	Parents and students participate in the school leadership actively.					
	<b>Teachers participation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7	Teachers engage in constructive dialogue of the school vision.					
8	Staff members effectively participate in the school planning and performing.					
9	The students behavior code is a result of collaboration and consensus among staffs in the school.					

10	Stake holders have a chance to engage in the evaluation of school program.					
11	An interaction takes place by job description, procedure, rules and regulations in the school.					
	<b>Staff/Professional development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
12	Teachers actively participate and committed in the ongoing of professional development.					
13	Teachers value continuous professional development.					
14	Professionals share experience from each other accordingly.					
15	Staffs seek ideas from seminars, conference and any other professional sources.					
16	Discussion program like :workshop experience sharing, training and likes are facilitated in the school					
17	The school has sustainable and reliable teachers' training program					

**Section III:** Items about school principal's leadership style as practiced teachers and supervisors

Instruction: The following items are intended to identify style of leadership related to school culture exercised by the principal in the school as perceived by teachers and supervisors. Please indicate the extent to which the dominant practiced and preferred by you. 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

No	Leadership Styles	Rating Scale				
		1	2	3	4	5
	<b>Democratic Participative principals</b>					
1	The principal listen more than talk.					
2	Principal encourage open communication among staff members and maintain respects for difference of opinion.					

3	The mission and vision of the school are effectively communicated to staff and students.					
4	Principal treat school community fairly and equitably with dignity and respect.					
5	The mission, vision and implementation of the plan of the school regularly monitored.					
6	It motivate teachers/students by delegating the task.					
7	It favors decision making by the group rather than individuals.					
	<b>Autocratic Principals Behavior</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8	Principals take personal interest in the promotion workers who work hard.					
9	Principal monitoring of teachers /students to insure no mistakes are made.					
10	Principal encourage his/ her workers to assume greater responsibility in the job.					
11	Staff receives direct and immediate assistance to words achieving their goals.					
12	Decision making is fast, with principal at the center of operation.					
13	The success of school is the result of principals strong motivation.					
14	The principal monitors everything teachers do.					
	<b>Laissez-faire Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15	Principals confidence with his/her teachers.					
16	The principals loosely control the teachers.					
17	The school lack order.					
18	Teachers have freedom to do as they think best in the interest of promoting progress in the school.					
19	You prefer collective decision making in the school.					

20	As a teacher you are given full mandate to make academic decision without intervention from the head of the school.					
21	Principals wait for things to go away before taking action.					
<b>Situational factors that affect the school leadership practice</b>						
<b>Internal Factors</b>						
1	The existing education policy is well accepted by the school community					
2	Teachers are encouraged to participate in all activities					
3	Existence of good qualified teachers and non-teaching personnel					
4	Good allocation of resources					
<b>External factors</b>						
5	High support from local NGOs					
6	Community participation and Social value					
7	Higher official support from the sector					

## 7.2. Appendix-II

HARAMAYA UNIVERSITY  
 POSTGRADUATE PROGRAM DIRECTORATE  
 College of Educational and Behavioral Science  
 Department of Educational Planning and Management  
 Questionnaire to be filled by students' council

**Dear respondents:** I am a postgraduate student at the Department of Educational Planning and Management of Haramaya University, who conducted a thesis research on the topic, entitled "School Leadership Practice in East Shoa Zone Secondary schools". The result and success of the study will depend on the quality of your response. Hence, I request you kindly to provide accurate and honest responses to the items presented. Your identity will be kept confidential and your response will be used only for academic purpose. Please respond to all the questions.

Thank you in advance for sacrificing your precious time

**General Directions:**

- No need to write your name
- Put a tick (  ) mark in the box where alternative answer are given
- Give precise and short responses to open- ended questions, and please follow instructions provided for each part
- Please give only one answer to each item unless you are requested to do otherwise.

Part I: Background Information of Respondents

4. Your school Name \_\_\_\_\_
5. Sex Male  Female
6. Age 15 – 19 years  20 – 24 years  above 25years
4. Grade level Grade 9  Grade 10

**Section III:** Items about school principal's leadership style as practiced students

Instruction: The following items are intended to identify dominant styles exercised by the principal in the school as perceived by students Council. Please indicate the extent to which the dominant practiced and preferred by you. 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

No	Leadership Styles	Rating Scale				
		1	2	3	4	5
	Democratic Participative principals					
1	The principal listen more than talk					
2	Principal encourage open communication among staff members and maintain respects for difference of opinion					
3	The mission and vision of the school are effectively communicated to staff and students					
4	Principal treat school community fairly and equitably with dignity and respect					

5	The mission, vision and implementation of the plan of the school regularly monitored					
6	It motivate teachers/students by delegating the task					
7	It favors decision making by the group rather than individuals					
	Autocratic Principals Behavior	1	2	3	4	5
8	Principals take personal interest in the promotion workers who work hard					
9	Principal monitoring of teachers /students to insure no mistakes are made					
10	Principal encourage his/ her workers to assume greater responsibility in the job					
11	Staff receives direct and immediate assistance to words achieving their goals					
12	Decision making is fast, with principal at the center of operation					
13	The success of school is the result of principals strong motivation					
14	The principal monitors everything teachers do					
	Laissez-faire Leadership	1	2	3	4	5
15	Principals confidence with his/her teachers.					
16	The principals loosely control the teachers.					
17	The school lack order.					
18	Teachers have freedom to do as they think best in the interest of promoting progress in the school.					
19	You prefer collective decision making in the school.					
20	As a teacher you are given full mandate to make academic decision without intervention from the head of the school					
21	Principals waits for things to go away before taking action					

Situational factors that affect the school leadership practice					
	<b>Internal Factors</b>				
1	The existing education policy is well accepted by the school community				
2	Teachers are encouraged to participate in all activities				
3	Existence of good qualified teachers and non-teaching personnel				
4	Good allocation of resources				
5	<b>External factors</b>				
	High support from local NGOs				
6	Community participation and Social value				
7	Higher official support from the sector				

**7.3. Appendix-III**

HARAMAYA UNIVERSITY  
 POSTGRADUATE PROGRAM DIRECTORATE  
 College of Educational and Behavioral Science  
 Department of Educational Planning and Management  
 Interview Guide to School Principals

Dear Respondent: The aim of interview is to investigate the “School Leadership Practice in government secondary schools of East Shao Zone”. The data obtained will be used for research purpose only.

Thank you in advance for your cooperation

Part I: General Information

1. Sex\_\_\_\_\_
2. Age\_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Experience as a teacher \_\_\_\_\_ as a principal\_\_\_\_\_

Part II:- Give your response to the question in short and be precise

1. What is your understanding about school leadership?

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2. How do you feel about the teachers’ practice of school leadership?
3. What is the leadership style of principal practice in your school?
4. How do you sustain positive school culture?
5. What situational factors affect leadership practice in this school?

#### 7.4. Appendix-IV

YUUNIIVARSIITII HARAMAYAA  
DAAREKTOREETII SAGANTAA BOODAA  
Koollejii Barnootaa fi Saayinsii Amalaa  
Muummee Karooraa fi Bulchiinsa Barnootaa

##### **Gaaffilee Bar-gaaffii Mana Maree Barattootaatiin Guutaman**

Gaaffiwwan armaan gaditti jiraniif kanneen yeroo keessan aarsaa gootanii deebii kennuu keessaniif galanni koo guddaadha. Bar-gaaffiin kun kan qophaa'eef daataa qorannoo mata dureeisaa "School Leadership practice in East Shoa Zone secondary schools" walitti sassaabuuf kan gargaarudha. Bu'aa fi milkaa'inni qorannoo kanaa deebii kennitan xiyyeeffannoon kennuu irratti hunda'a. Deebiin keessan milkaa'ina hojii barnootatiif qofa ta'a. Gaaffilee hundaaf deebii itti kennuu keessaniif galanni koo baayee guddaadha.

##### **Gargaarsa naaf gootan hundaaf galanni koo guddaadha.!**

##### **Qajeelfama walii galaa**

- Maqaa keessan barreessuun hin barbaachisu
- Saanduqa qophaa'e keessatti deebii kennitan hundaaf mallattoo (X) agarsiisaa
- Tokkoon tokkoo gaaffileetiif deebii tokko qofa kennaa
- Deebii hatattamaan kennitaniif dinqisiiffannaa fi galata guddaan isiniif qaba.

##### **Kutaa I:** Seenaa guutuu namoota deebii barreeffamaa kennaniif

1. Maqaa mana barumsaa \_\_\_\_\_
2. Saala Dhiira  Dubara
3. Umrii waggaa 15 – 19  waggaa 20 – 24  waggaa 9 ol
4. Sadarkaa barnootaa kutaa 9  kutaa 10

**Kutaa II:** Gaaffilee hariiroo caasaa qindoomina mana mare barattootaa ilaalcisee mana barnootaa keessatti raawwataman

##### **Qajeelfama**

Kaayyon qorannoo kanaa aadaawan ijoo ta'anii mana barumsaa keessatti hooggansa mana barumsatiin shaakalaman kan barsiisotaa fi supparvaayizrootan hojii irra oolan

adda baasuun rakkoo jiru irratti furmaata barbaaduu waan ta'eef bar-gaaffilee armaan gadiitiif xiyyeefannoon akka yaada keessan itti kennitan kabajaan isin gaafadha.

Hubachiisa: Deebii kennitan irratti 5= baayee itti amana, 4= ni amana, 3= hin murteessine, 2=itti hin amanu 1= bqqyee itti hin amanu

La Kk	Yaaliwwan geggeessummaa mana Barnppta	Sadarkaa				
		1	2	3	4	5
	Waliin qajeelchuu					
1	Mana barumsaa keessatti itti gaafatummaan barattootaaf kennameera.					
2	Barattootni itti gaafatummaa kennameef fedhiin raawwatu.					
3	Barattootni murtee mana barumsaa keessatti kennamu keessatti ni hirmaatu.					
4	Geggeessitootni mana barumsaa walitti dhufeenya mana barumsa keessaa ni mijeessu.					
5	Barattootni mana abumsaa keessatti murtee kennaniif ulfina nikennu					
6	Maatiin barattootaa fi barattootni bulchiisa mana barumsaa keessatti ciminaan ni hirmaatu					
	Walgargaarssa Barsiisotaa					
7	Barattootni muldhata mana barumsaa baasuu keessatti gahee ni qabu					
8	Karooraa fi raawwii karooraa mana barumsaa keessatti barattootni gahee isaanii ni bahu.					
9	Barattootni caarraa sagantaa mana barumsaa madaaluu keessatti ni hirmaatu					
10	Barattootni seeraa fi danbii mana barumsaa ni kabaju..					
	Dagaagina Ogummaa					
11	Barsiisonni dagaagina oggummaatiif kutannoon					

	hirmaatuu					
12	Barsiisonni dagaagina ogummaatiif gatii ni kennuu					
13	Haalarratti hundaa'uun barsiisonni muuxannoo wal irraa ni fudhatuu					
14	Barsiisonni maddoota ogummaa adda adda irraa muuxannoo ni fudhatuu					
15	Sagantaalee marii kan akka leenjiin gaggabaaboon fi waljijjiirraa muuxannoo mana barumsaa keessatti ni adeemsifamaa					
16	Mana barumsaa sagantaa leenjii walitti fufaa ni qabaa					
	Kaayyoo Waliinii	1	2	3	4	5
17	Barattootni hubannoo ergama mana barumsaa ni qabu.					

**Kutaa III:** Gaaffilee dhimma hooggansa mana barnootatiin wal qabateebakka bu'oota mana maree barattootaan hojii irra ooluu ilaala.

#### Qajeelfama

Kaayyon qorannoo kanaa hooggansa keessaa ijoo ta'anii mana barumsaa keessatti hojii irra ooluu fi aadaa mana barumsaa waliin kan deemu fi kana bakka bu'oota mana maree barattootatiin hojii irra oolu adda baasuun rakko jiru irratti furmaata barbaaduu waan ta'eef bar – gaaffilee armaan gadiitiif xiyyeefannoon akka deebii keessan kennitan kabajaan isin gaafadha.

Hubachiisa: Deebii kennitan irratti 5= baayee itti amana, 4= ni amana, 3= hin murteessine, 2=itti hin amanu

La	Kk	Sadarkaa				
		1	2	3	4	5
	Akaakuu Hoggansaa					
	Hooggansa Dimokiraatawaa/Hirmaachisaa					
1	Hooggansi mana barnootaa marii irratti dubbachuu irra dhageefachuu filata.					

2	Hooggamsi m/b walga'ii irratti yaada kennamu banaa taasisagaraagarummaa yaadaatiifi kabajani kenna.					
3	Ga'uumsa barattootaf ol aantummaan galma geessisu kallattiin barattoota waliin marii geggeessa.					
4	Qajeelchonni mana barumsaa fakkeenya gaaridha					
5	Geggeessan mana barumsaa ilaalcha, amantaa fi bu'aa barattoota mana barumsaa jijjiiruu keessatti gahee qaba.					
6	Ergamni, muldhannii fi raawwiin karoora yeroo yeroon ni madaalama.					
7	Mana barumsaa keessatti kaka'uumsii fiqqoodamni hojii barattoota biratti hojii irra oolaa jira.					
	Geggeessaa Abbaa irree	1	2	3	4	5
8	Geggeessan mana barumsaa dogongorri akkabarsiisaa/ barattootaan hin dalagamne ofii isaatii ni to'ata.					
10	Geggeessan mana barumsaa barattoota jajjabeessuun gahee isaanii akka bahan ni taasisa.					
11	Hogganaan mana barumsaa karoora fi raawwii hojii ni ilaala.					
12	Hawaasni galma mana barumsaa milkeessuuf kallatti fi kallattiin ala gargaarsa fudhata.					
13	Qajeelchaan mana barumsaa wantoota barsiisonni hojjatan ni too'ata.					
14	Barattootni mana barumsaa hojiin barnootaa akka galma gahuuf gahee isaanii ni taphatu.					
	Geggeessaa Akka feetee	1	2	3	4	5
15	Geggeessan mana barumsaa hojii barattootaatti guutumman guututti ni amana.					
16	Geggeessan mana barumsaa haala harcaatii qabuun barattoota to'ata.					
17	Adeemsi hojii mana barumsaa kallattii maleen raawwatam.					

18	Barattoonni mana barumsaa keessatti to'annoo tokko malee waan isaanitti fakkaate hojjatu.					
19	Murteen mana barumsaa keessatti fudhatamu qindoomina kan hin qabneedha.					
20	Geggeessitootni mana barumsaa dursee rakkoo uumame hiikuu irra erga darbee booda carraaqu.					
21	Geggeessan mana barumsaa wantoota uumamaniif tarkaanfii fudhatuu irra callisee ilaal.					
<b>Haaqla geggeessumaa mana barumsaa irratti dhiibbaa fidan</b>						
<b>Haala Mana Barumsaa keessaa</b>						
1	Pooliciin barnootaa amma hojii irra jiru hawaasa mana barnootatiin fudhatameera					
2	Hirmaannaa barsiisotaa hojii mana barumsaa keessatti kaka'uumsa guddaa qab					
3	Barsiisonni gahumsa qaban ni jiru					
4	Leecaaloon mana barumsatiif gahumsan ni dhiyaata					
<b>Haala alaa</b>						
5	Dhaabbileen mit- mootummaa hirmannaa gaarii godhu					
6	Hirmaannaa hawaasaa duudhaaleen ni jira					
7	Geggeessitoonni seektaraa gargaarsa godhu					