

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

**School Leaders Recruitment and Selection Process in Lare Woreda Gambella
Region, Ethiopia**

M.A Thesis

Tharjiath Yiech Rut

October 2021

Haramaya University, Haramaya

**School Leaders Recruitment and Selection Process in Lare Woreda Gambella
Region, Ethiopia**

**A Thesis Submitted to the Colleg of Education Behavioral Science
Departmentof Educational Planning and Management**

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirement for the Degree of
MASTER OF ART IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT**

Tharjiath Yiech Rut

October, 2021

Haramaya University, Haramaya

APPROVAL SHEET

HARAMAYA UNIVERSITY

SCHOOL OF POST GRADUATE PROGRAM

I hereby certify that I have read and evaluated this Thesis entitled “School Leaders Recruitment and Selection Process In Lare Woreda Gambella Region, Ethiopia prepared under my guidance by Tharjiath Yiech Rut I recommend that it be submitted as fulfilling the Thesis requirements.

Gemechu Abara (Associate professor) _____

Major Advisor _____ Signature _____

_____ _____

Co-Advisor _____ Signature _____

As a member of the Board of Examiner of the Msc Thesis open defense Examination, I certify that I have read and evaluated the Thesis prepared by Tharjiath Yiech Rut and examined the candidate. I recommend that the Thesis be accepted as fulfilling the Thesis requirements for the degree of Master of Science in Educational Leadership and Management

Chairperson _____ Signature _____ Date _____

Internal Examiner _____ Signature _____ Date _____

External Examiner _____ Signature _____ Date _____

Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the Council of Post Graduate Program (CPGD) through the candidate’s department or school graduate committee (DGC or PGDP)

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principals of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Analysis scholarly matter that is included in the Thesis has been given recognition through citation. This Thesis is submitted in partial fulfillment of the requirements for a/an Degree of Masters of Art in Educational Leadership and Management from Haramaya University. I solemnly declare that this Thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate. Brief Quotations from this Thesis may be without special permission provided that accurate and complete acknowledgement of the source is made. Requests for permission for extended Quotations from or reproduction of this Thesis in whole or in part may be granted by the Head of the school or Department when in his or her judgment's the proposed use of the material is in the interest of scholarship .In all other instances, however, permission must be obtained from the author of the Thesis.

Name_____

Signature _____

Date_____

School/Department_____

BIOGRAPHIC SKETCH

The researcher was born in Kutoch kebele Lare Woreda in 1974 G.C. and started Edeni primary school in 1994 G.C. He joined Berahane selam Primary and junior school 1998 G.C. He also joined the secondary school in 2002 -2003 G.C at Gambella secondary school. In 2004 G.C, he joined Gambella Teacher and Health Science College and hold his certificate as a primary school teacher. Later on, he joined to upgrade in 2007 G.C and graduated with diploma in 2010. Since then, he worked as a teacher in Lare woreda and started his degree program in 2011 at in Bihar Dar University and graduated on Nov,9 2015 G.C. in the department of Educational Planning and Management. As of recent, he has been working as an educational expert in Lare Woreda Education office. From 2016 G.C till this year, he has been attending Master degree program at Haramaya University.

ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty God for his mercy and support while I was doing this thesis. I would also like to thank my advisor Associate (Prof) Gemechu Abera for his usual feedback he gave me throughout the proposal and the actual thesis work.

Secondly, I would also like to thank Gambella Regional Education Bureau for giving me this chance to continue my Master Degree Program in the Department of Educational Leadership and management at Haramaya University.

Thirdly, I would also like to thank my families and friends for providing me with their moral, technical and financial supports since the beginning of the program. Especial thanks goes to my wife Miss Nyabhan Dual and to my friends Mr Gach Duop, Mr Bor Rut, Mr Doluth Nhial for what they have contributed as I have mentioned above.

I would also like to thank Lare Woreda educational experts, school principals, cluster supervisors and Parents Teachers Association for providing me with relevant information during the data collection in the study area.

The last, not the least, I would like to thank professors ,lecturers and others staffs in the department of Educational planning and Management at Haramaya University for their involvement in providing me with better services within these three solid years.

ACCRONYMS AND ABBREVIATIONS

AED	Africa Education Development
CSA	Central Statistical Agency
FGD	Focus Group Discussion
GPRS	Gambella People Regional State
GEQIP	General Education Quality Improvement Package
LWEE	Lare Woreda Educational Experts
MoE	Ministry of Education
NBPTS	National Board for Professional Teaching Standards
NGOs	Non-Governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs
SPTA	School Parents Teachers Association
SNNPRS	Southern Nations, Nationalities, and Peoples Regional State
UNESCO	United Nations, Scientific and Cultural Organization
USAID	United States Academy for International Development
WEO	Woreda Education Office

Table Contents

APPROVAL SHEET	III
STATEMENT OF THE AUTHOR	IV
BIOGRAPHIC SKETCH	V
ACKNOWLEDGEMENT	VI
ACCRONYMS AND ABBREVIATIONS	VII
TABLE CONTENTS	VIII
LIST OF TABLES	X
ABSTRACT	XI
1. INTRODUCTION	1
1.1. BACKGROUND OF THE STUDY	1
1.2. STATEMENT OF THE PROBLEM	3
1.3. RESEARCH QUESTIONS.....	4
1.4. OBJECTIVES OF STUDY	5
1.4.1. <i>General objective</i>	5
1.4.2. <i>Specific objectives</i>	5
1.5. SIGNIFICANCE OF THE STUDY.....	5
1.6. DELIMITATION OF THE STUDY.....	6
1.8. DEFINITION OF KEY TERMS.....	6
1.9. ORGANIZATION OF THE STUDY	7
2. REVIEW OF RELATED LITERATURE	8
2.1. THE CONCEPTS OF LEADERSHIP	8
2.2. THE OVERVIEW OF LEADERSHIP THEORIES.....	9
2.3. LEADERSHIP STYLES	9
2.4. IDEAL CONCEPTION OF THE PRINCIPAL SHIP	10
2.5. CONCEPTS AND PROCESSES OF RECRUITMENT.....	11
2.5.1. <i>Recruitment process</i>	11
2.5.2. <i>Internal Sources of Recruitment</i>	11
2.5.3. <i>External Sources of Recruitment</i>	12
2.6. SELECTION PROCESS	13
2.7. SUMMARY OF THE REVIEW OF RELATED LITERATURE.....	17
3. RESEARCH DESIGN AND METHODOLOGY	19

3.1. DESCRIPTION OF THE STUDY AREA	19
3.2. THE RESEARCH METHOD	19
3.3. SOURCES OF DATA	20
3.3.1. <i>Primary Sources of Data</i>	20
3.3.2. <i>Secondary Sources of Data</i>	20
3.4. POPULATION, SAMPLE SIZE, AND SAMPLING TECHNIQUES	20
3.5. DATA COLLECTION INSTRUMENTS	21
3.5.1. <i>Questionnaires</i>	21
3.5.2. <i>Interview</i>	22
3.5.3. <i>Focus Group Discussion</i>	22
3.6. DATA COLLECTION PROCEDURES	23
3.7. METHODS OF DATA ANALYSIS.....	23
3.8. ETHICAL CONSIDERATION.....	23
4. DATA PRESENTATION, ANALYSIS AND RESULT AND DISCUSSION	25
4.1. CHARACTERISTICS OF THE RESPONDENTS	26
4.2 EDUCATION EXPERT’S RESPONSE ON THE STATUS OF RECRUITMENT AND SELECTION.	29
4.3 SUPERVISORS RESPONSE ON STATUS OF RECRUITMENT AND SELECTION.	32
4.4 THE RESPONDENTS’ RESULTS OF PRINCIPALS ON STATUS OF RECRUITMENT AND SELECTION.	35
4.5 SCHOOL PARENTS TEACHERS ASSOCIATION RESPONSES.....	38
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	41
5.1. SUMMARY	41
5.2. CONCLUSION.....	45
5.3. RECOMMENDATION.....	47
6. REFERENCES	49
ANNEX: QUESTIONS PREPARED FOR THE RESPONDENTS IN THE STUDY AREA.....	53
APPENDIX A	54
APPENDIX B.....	3
APPENDIX C.....	1
APPENDIX D	3

List Of Tables

Table 1: Population Sample Size And Sampling Techniques	21
Table 2: The Characteristics Of The Respondents, No Items Respondents Total (155).	26
Table 3: The Respondents' Results Of Education Expert's Frequency, Percentage And Mean On Status Of Recruitment And Selection.	29
<i>Table 4: The Respondents' Results Of Supervisors' Frequency, Percentage And Mean On Status Of Recruitment And Selection.</i>	32
Table 5: The Respondents' Results Of Principal Frequency, And Mean On Status Of Recruitment And Selection.	35
Table 6: The Respondents' Results Of School Parents Teachers Association Frequency, And Mean On Status Of Recruitment And Selection	38

ABSTRACT

The purpose of this study was to explore the process of recruitment and selection that principals engage in as experienced by career principals in Lare Woreda and the problematic aspects that schools face in hiring qualified candidates. The study uses both quantitative and qualitative approach to examine the school leadership Recruitment and selection process in Lare District. Data are collected through semi-structured interviews, questionnaires and Focus Group Discussion, the qualitative design analyzed thematically in a four-stage process of condensing, coding, textual and structural description, and composite description and the quantitative data were analyzed using frequency, percentage and mean scores. The findings reveal that the shortage of qualified candidates is related to the lack of appropriate resources for new principal recruitment. The hiring process lacks a clear set of criteria that would make a candidate the best fit for the principal ship. It has limited advertising strategies to attract and recruit high-quality external candidates. The capability and the expertise of the selection committee also come as a challenging aspect in the process of recruitment. Implications: Therefore, the study presents a model to improve the current recruitment and selection efforts.

1. INTRODUCTION

This chapter contains background of the study, statement of the problem, research question, Objectives of study, significance of study, delimitation of study, limitation of the study and definition of key terms and organization of study.

1.1. Background of the Study

Recruitment and selection is assigning the best person for vacancy through fair, systematic, effective recruitment and selection procedures. This will ensure that the education continues to deliver a high-quality learning experience to all students, maintains its world class reputation as a research and teaching institution and continues to attract high caliber professional support staffs (Stredwick, 2003). Better recruitment and selection strategies result in improved organizational outcomes. The more effectively organizations recruit and select candidates, the more likely they are to hire and retain satisfied employees (Tegegne Alemayehu¹, Berhanu Deressa, 2019). Leadership transitions provide opportunities for organizational growth and development. In the field of education, choosing an effective school leader/principal is one of the most significant decisions that a superintendent or school board can make, as new leadership can propel a district forward in meeting its goals (Matthew Clifford, 2012). Educations promote best practice recruitment and selection, continuously review, and develop its practices to allow new ideas approaches to be incorporate. However, the hiring of school leaders in the education system should value diversity and commitment to eliminate unlawful and unfair discrimination. Appointment should always be on merit, within relevant legislative and statutory obligations (Dessler, 2003).

The process of selection and recruitment is not an activity that should be carried out independently by human resource department personnel. The employment of new personnel is concern to other managers; as a result it requires a teamwork in which members constituted from different departments including the top managers (Dessler, 2003). The primary objective of selection is to choose personnel who are competent and effective enough in performing their job and remain with the organization (Stredwick, 2013). To screen competent and likely acceptable candidate various selection techniques would be employed. The selection techniques that we employ are a step process in which the candidates in the applicant pool are screened and rejected at each step (Stredwick, 2013). Recruitment is undertaken through various means or ways, such

as advertisement, using employment agencies, and /or using search agencies or consultants. Choosing the appropriate means and processing the recruitment needs an analysis and evaluation of each of the means and organizational situations (Armstrong, 1991).

The ministry of education policy provides a framework for those involved in recruitment and selection. The aims of such policy is to recruit the best person for the vacancy by providing a professional and cost effective recruitment service that is fair and promotes good practice (Rebuke and Vijay 2014).

Furthermore, the provision of education is the concurrent responsibility of federal, regional, and local governments. The federal government plays the dominant role in the provision of post-secondary education, while also setting standards, providing overall policy guidance, monitoring, and evaluation for the entire sector. Regional governments are responsible for oversight of the training of primary textbooks and for adapting the primary syllabus to local conditions. District governments are responsible for paying and recruiting primary and secondary teachers, and for supervision and training of primary and secondary teachers (World Bank, 2008).

However, in school leadership, principal is the key person for an educational organization (Siminet al, 2013). Accordingly, principal plays a major role towards a successful school. Principal is well known as an instructional leader for the school community. Instructional leadership is the key ingredients toward improvement of learner achievement (Sekhu, 2011). A very good instructional leader will enhance the teaching and learning process in school. According to Leech *et al* (2005), effective schools research also recognized the importance of quality leadership by consistently identifying strong instructional leadership as of teaching, because the core business for an educational organization is teaching.

More emphasis must be given to the teacher instructional skills and principal as an instructional leader for the school facing many challenges and obstacles to achieve what vision and mission. According to sharma *et al* (2012), the principal is challenged to create the culture of quality that penetrates to the smallest elements processes and the systems of an instruction. They must consider in the entire angle whether their decision will be affecting anybody or not. Especially when dealing with teachers, whether their instructional practices/effectiveness really impacts teachers or not and all these things as leader they are very significant (Tirusew, 2011).Also,

recruitment is the process for the best-qualified candidate (from within or outside of an organization) for a vacancy and cost-effective manner.

1.2. Statement of the Problem

Recruitment and selection processes are important measures needed to identify competent professionals and which determine the success of school and quality of the leadership of school principal. Studies have used words like “qualified”, “effective”, and “new breed” to describe the type of school leadership needed to transform schools into learning centers that match with the needs of students in the 21st century (Anteneh Wasyhun, 2019). Effective recruitment and selection of school administrators continue to be one of the more challenging human resource tasks in educational organizations. This challenge is due, in part, to the inexact science of attracting, screening, and identifying candidates to fit the complex leadership needs of schools today (Anthony H. Normore)

It is believed that shortage supply of qualified applicants has shrunk the pool of viable principal candidates, greatly influencing recruitment and selection an issue for schools in Ethiopia. (Ofcansky and Berry 1991) has investigated some political and socio – economic challenges in respect to incompetent school leaders in Ethiopia. The recent innovations and market dynamics prompted reform to address concerns attributed to traditional education and ineffective leadership practiced by school principals in the past decade in Ethiopia.

The systematic procedures, which aimed at recruiting and selecting competent and professional candidates to provide other educators and students with professional leadership for sustaining, qualified personnel in the schools. According to a study conducted in Bahirdar, it was pointed that the recruitment and selection practice was not appropriate (Asrat Dagne Kelkay, 2018). Another study conducted in Illubabor zone, secondary school leaders did not sufficiently practice self-assessment with stakeholders before panning SIP (Seyoum Ararso, 2014). Recently, the government of Ethiopia has devised a new educational plan - Education Sector Development Program (ESDP) to school leader concerns faced at the local (District) level across the country. As reported by Education Bureau of the Gambella Region (2009), a recruitment and selection procedure of school principals is conducted at the local level woreda normally, where candidates

with required qualifications are increasingly limited (Education Bureau of the Gambella Region 2009)

There are many factors that affect school leadership recruitment and selection processes. According to the report from the Lare high School & Preparatory Teachers and Principals board (Larew Woreda report, 2013), recruitment and selection of many schools leaders were used by human resource by itself. In that context, Lare Woreda' Educational Experts (LWEE), School Parent Teachers Associations (SPTA), and the Regional Education Experts have no clear follow up to see recruitment and selection. These recruitment and selection committee at the local level do not practice the standard recruitment procedures as mandated by the Federal Ministry of Education Policy (MoE, 1999). According to MoE (1999), university graduate with at least bachelor and master should be the eligible candidate for school leader position. The shortage of candidates possessing the required professional skills and competent will attributed to lack of skills and ineffective leadership of school principals in the district (MoE (1999).

In line with this, the Education Sector Development Program (ESDP) had failed to address the needs of schools and communities at the local level especially in the Lare District. The scope of study was limited and did not cover or excluded the Gambella region in which the Lare District is located. Inside the field study, there are inexperienced, nepotism, tribalism, lack of appropriate credentials skills, and leadership competence as required by today's school principals and had been witnessed undermined the performance of school in different schools in Gambella over the years. Having had experienced, committed school leader/ principals requires a safe working environment free from corruption. Yet, these problems persisted and undermine several schools in area of setting. Meanwhile, there was no study conducted in the study settings of Gambella region along with inconsistencies of findings across the country. Therefore, knowing the magnitude and its contributing factor helps to prioritize the problems and design appropriate programs. As a result, the researcher was motivated to assess the school leaders' recruitment and selection process and its contributing factors in Lare Woreda Gambella Region, Ethiopia

1.3. Research Questions

This study attempted to answer the following basic research questions:-

- What is the status of school leaders' recruitment and selection in lare District of Gambella region?
- What are the factors affecting school leaders' recruitment and selection process in lare district education office?

1.4 Objectives of Study

1.4.1. General objective

The general objective of this research was to assess school leadership recruitment, selection process and associated factors in Lare woreda of the Gambella Regional State.

1.4.2. Specific objectives

Specifically, a Specific objective of this study was intended to:-

- Examine the status of school leadership recruitment and selection in Lare woreda of Gambella Region.
- Investigate factors affecting school leadership recruitment and Selection Process in the study area.

1.5. Significance of the Study

All teachers, principals, educational experts and students under the study might profit from the findings, which hopefully add for the implementation of school leadership recruitment and selection process through appropriate manner.

The finding may deliver important information for principal, teacher, PTA members, woreda education, and zonal education experts on how school leadership recruitment and selection process qualities implemented in education office and secondary schools.

It would help the school leadership selection and recruitment committee, cluster supervisor and principals to point out the leadership quality strongly observed in evaluation and monitoring styles and implementing teamwork to correct action against illegal action. It may also provide some insight that could trigger other researchers to extend their study into a wider scope to make similar studies at other level.

1.6. Delimitation of the Study

The research focused on the assessment of school leaders' selection and recruitment process and its contributing factors in Lare Woreda Education office. It has more secondary schools in the area to make the study more manageable and feasible; the study is delimited to the Woreda Education office. Besides, it is easy for the researcher to access information relatives to Woreda Education office in the Woreda. Therefore, the study was delimited to the available education office in Woreda. This is because, to get reliable data and information for this study and to make the study practical it very easy and systematic.

1.7 Limitation of the study

As a general principle of any thesis, no thesis is free from limitations. Accordingly, the researcher has faced the following limitations mentioned below:-

- The pandemic disease called Covid-19 was one of the major challenges that prevented close contact of the researcher with his data collectors and respondents in the study area.
- There was also lack of relevant literature as it was difficult to travel universities and use libraries because of COVID – 19.
- Shortage of time and finance were serious challenges.
- There was also lack of internet services in the study area.
- Reluctance as well as unwillingness of the respondents to provide information during data collection was also problems the researcher faced.
- Carelessness of the respondents in filling in and returning questionnaires was one of the constraints of the study.

1.8 Definition of Key Terms

Educational leadership refers to leadership that encourages professional development and improvement, initiate educational innovation.

School leaders include school principals, supervisors, education officers/experts and district supervisors. Promotes educational values and professionalism and provides professional guidance on structural matters (Cheng, 2005). Hopkins, (2003) is states that it is now more than twenty years since leadership was identified as one of key components of good school.

Instructional leaderships are generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s.

Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978)) Leadership is exercised when persons mobilize institutional, political, psychological, and other resources to arouse, engage, and satisfy the motives of the followers

Principal is refers role and responsibility have change overtime. Traditional definitions focused on change over time and administrative process and functions that must be emphasized for schools. Planning are means of setting and developing goals and objectives for the schools, and developing blue print and strategies for implementing them. Organizing – means bringing together the necessary human, financial, and physical resources to accomplish goals efficiently (Harris, 2003).

Selection Process refers to selection of the candidate who qualified for position of school leadership to suggest quality, management, and to reduce challenges and successfully fill the position to achieve what the job acquired either in team or in individual (Agrawal, 2000).

1.9 Organization of the study

This research thesis was organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, research questions, objective, and significance, delimitations of the study, the limitation and operational definitions of terms. The second chapter presented the review of literature relevant to the research.. The third chapter discuss about research methodology and chapter four deals about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of the research thesis

2. REVIEW OF RELATED LITERATURE

This chapter focused only the theories either empirical or theoretical studies from different Studies sources. It contains the concept, definition, and framework for school leadership recruitment and principal ship studies.

2.1. The Concepts of Leadership

Leadership is the ability to continuously influence a team of individuals and encompasses many important traits. While management is the overall direction and oversight of the work activities of a team, leadership focuses on the ongoing motivation, engagement and productivity of a team (Indeed Editorial Team, 2021). Defining leaderships as will be a problem for researchers and theorists. The classical theorists debated whether leadership will be a function of individuals and their characteristics or whether the historical contexts served to shape individuals in response to societal need or events (McEwan, 2003). Moreover, Grunt (2005) state that there are almost as many definitions of leadership as there are people who have tried to define it and accepts that leadership has different meanings for different people. Therefore, Grunt (2005) states the definition of “leadership” that it is a group process whereby an individual to achieve the common goals ‘Leadership as probably been defined in many ways (Grint,2007).

1) Leadership is: the interpersonal influence, directed through communication toward goal attainment, 2) the influential increment over and above mechanical compliance with directions and orders, 3) an act that causes others to act or respond a shared direction, 4) the art of influencing people by supervision. So that, Yukl (2006) states that different scholars have defined leadership as follows: 1) leadership is the behavior of an individual directing the activities of group toward a shared goal (Hemphill & Coons 1957). 2) Leadership is “the influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978). 3) Leadership is exercised when persons mobilize institutional, political, psychological, and other resources to arouse, engage, and satisfy the motives of the followers.

In general, although the concept of leadership is often debated, Cheng (2005) recognized that there is no single definition, which holds in all contexts; two general characteristics are

regardless universal. The first characteristics are that leadership is related to the process of influencing others behavior. The second is that the leadership is related to goal development and achievement Cheng (2005).

2.2. The Overview of Leadership Theories

Leadership theory is a dynamic phenomenon and continues to change over time. It has been studied extensively over the years and several theories have emerged. Traditional leadership theories include the Great Man theory, which maintains that leaders are born to lead thus possessing certain inherent characteristics that destines them to lead. Trait theory evolved from the Great Man theory and specifies that leaders are can be born or made and that the combination of certain characteristics is needed to be an effective leader. Behavioural theory then followed, asserting that leaders are largely made with a focus on the actions of the leader as opposed to their personality traits. There was then recognition that certain environmental factors are important and contingency and situational theories were added to the mix. The modern era followed and involved a shift from focusing on the leaders and their attributes to considering the complex and continuous interactions and interrelationships among the leader, the followers and the situation. The resulting theories include shared, collective and collaborative leadership as well as inclusive leadership (Sihame Benmira and Moyosolu Agboola 2020).

The questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century. Focus of much the research has been on the determinants of leadership effectiveness. Social scientists have attempted to discover what traits abilities, behaviors, source of power, or aspects of the situation determine how well a leader is able to influence follower and accomplish task objectives. In light of the above concepts, Dubrin (2007) states that many different theories and explanations of leaderships have developed because of the interest in leadership as a practice and as a research topic several attempts have been made to integrate the large number of leadership theories in to one comprehensive framework.

2.3. Leadership Styles

A. Leadership style is the relatively consistent pattern of behavior that characterizes a leader (Dubrin 2007). According to Dubrin, the following are some of the leadership styles. B. The

conservative leadership is striving for consensus. They encourage group discussion about an issue and then make a decision that reflects general agreement. C. Democratic Leadership: confer final authority on the group they function as collectors of group opinion and take a vote before making a decision Autocratic Leadership: in contrast to participative leaderships, autocratic leaders retain most of the authority. E. Leadership Grid Styles: Leadership grid style is a framework for specifying the extent of leaders. It is concern for production and people. F, Entrepreneurial leadership: entrepreneur is a person who finds and operates an initiative business. G. Educational leadership refers to leadership that encourages professional development and improvement, initiate educational innovation.

Promotes educational values and professionalism and provides professional guidance on structural matters (Cheng, 2005). Hopkins, (2003) is states that it is now more than twenty years since leadership was identified as one of key components of good school. In addition, that the most important single factor in the success of the school is the quality of leadership of the need. The relationship between high quality leadership and educational outcome is well documented and generations of research on school, effectiveness shows that excellent leadership is one of the main factors in high performing schools (Brundrett&Silcock,2003).While the education challenges are considerable and the route to reforms is complex, the potential of leadership to influence pupil and school performance remains unequivocal. Harris (2003) and Sharma (2005) have states that the key factors to the individual school. The success is the building principal who sets the tone as the school educational leaders enforces the positive and convince the students, parents, and teachers that all children can learn and improve academically.

2.4. Ideal Conception of the Principal ship

Definitions of the principal's role and responsibility have change overtime. Traditional definitions focused on change over time and administrative process and functions that must be emphasized for schools. Planning are means of setting and developing goals and objectives for the schools, and developing blue print and strategies for implementing them. Organizing – means bringing together the necessary human, financial, and physical resources to accomplish goals efficiently (Harris, 2003).

2.5. Concepts and Processes of Recruitment

Recruitment is the process of identifying and attracting individuals on a timely basis in sufficient numbers and with appropriate qualifications, and encouraging them to apply for jobs to an organization (Mondy et al, 1999). It is a process of searching for qualified prospective employees both beginning and experienced, and stimulated them to apply vacancies in the organization. In other words, recruitment is the art of attracting applicants from among whom the most suitable ones may be selected.

It is the first part of the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications (Graham, 1990). Recruitment is that set of activities on organization used to attract job candidates who have the abilities and attitudes needed to help the organization achieve its objectives (Ivaneevich & Glueck et al, 1989). Staff recruitment may be defined as the active pursuit of potential candidates for influencing them to apply for position in the education system. It is process of searching for qualified prospective employees, both beginning and experienced, and stimulating them to apply for vacancies in the organization.

2.5.1. Recruitment process

The Recruitment process according to (Aswathapp1998) consists of five interrelated stages. These are planning, strategy development, searching, screening, evaluation, and control. Planning involves the translation of likely job vacancies and information about the nature of these jobs into a set of objectives of targets that specify the numbers and types of potential applicants to be contacted (Heneman et al, 2000).

2.5.2. Internal Sources of Recruitment

There are three methods for filling job vacancies internally; these are transferring, promoting and upgrading. The practice usually up to publicize job vacancies within the organization by posting job vacancies on bulletins boards circulated in memos to supervisors and reported in employee publication (Graham, 1990). In internal sources of staff recruitment is a process of filling by a person already employed by the organization. It is the main sources of recruitment to many organizations. Filling a vacant position by people from within organization has both merits and demerits (Singh, 2004).

A. Advantage of internal sources of recruitment

Increase or promote employee's morals. Act as incentive and motivate employees to hard work. I.e. reward to hard work and loyalty. Help to retain high performing individuals. Sense of security optimum utilization of human resources (Singh, 2004).

B. Disadvantages of internal sources of recruitment

Inbreeding of ideas and prevention of the infusion of new ideas and knowledge of how to do a job is disadvantage of internal source of recruitment. There may be inadequate supply of qualified applicants from within. There may be moral problem among those who are not promoted. Insiders less likely make criticism. Political in fighting for promotions to top positions is another disadvantage (Hanemen et al, 200).

2.5.3. External Sources of Recruitment

External sources of staff recruitment refer to sources of a job applicants from outside of an organization. If needed human resources are not available within the organization, outside source may have to be tapped. Among the common used external sources are the following (Stephen, 2008). Advertisement: It is perhaps the most effective system to reach the largest possible audience. An organization needing human resources to fill a vacant position may invite applicants by advertising the available job through radio/or television or through bulletins, professional journals and newspaper, specifying duties and responsibilities of the job and required qualification.

Employment agencies: Public and private employment agencies can be helpful when applicants extensive screening. Since unemployed individuals, having the required qualification may be registered for possible employment opportunities, such as agencies may have an established pool of unemployment individuals available for immediate employment.

Educational Institution: An organization can also establish and maintain constructive relationship with colleges, universities and others training institutions to recruited personnel in different professions and vocational or technical fields.

A. Advantages of external sources of recruitment

As an external sources of recruitment invites application from large no, of external peoples company has a good option of performing securitizing on large no, of peoples. Through this

process, the company has more chances of getting best –suited candidates according to their needs (Stephen, 2008).

B. Disadvantages of external sources of recruitment

The first disadvantage of the external sources of recruitment is that it is very time consuming and hectic process (Stephen, 2008). As there are large no, of application received through this process, so carefully securitizing these application and performing (Stephen, 2008).

2.6. Selection Process

The selection process is a series of specific steps through which job candidates pass each step in the process should be designed to assess candidate against selection criteria for the vacant position. Although the sequence of step differ from one organization to another, the process ends by making selection decision in view of acquiring the right person for the right job (Singh, 2004). A typical selection process involves the following steps: - (1) preliminary reception of applications, (2) selection tests, (3) selection interview, (3) reference checks, (4) hiring decision, (5) medical examination, and (6) offer of employment (employed individuals).

2.6.1. Preliminary Reception of Applications

At this stage, the candidates complete application forms in organizations of human resource department. The department then examines the forms to ensure where there is a match between the applicants' qualification and the vacant position as indicated on the recruitment advertisement. Those job applicants who do not satisfy the minimum qualification will not be considered qualified for the vacant position. Therefore, only the best qualified applicants will be to continue on to the second selection process (Anderson and Krathwohl, 2001).

2.6.2. Selection Tests

Selection tests are administered to assess job applications abilities and motivation to work in the organization. They may accurately predict an applicant's ability to perform the job but be less successful in indicating the extent to which the individual will want to perform it. Various tests are available to test the ability of the candidates. Of these, performance tests, simulation of performance and paper and pencil tests can be designed depending on the types of job to be filled (Agrawal, 2000).

2.6.3. Selection Interview

At this stage, all shortlisted candidates will be invited to appear for selection interview. This is a formal face-to-face conversation conducted to assess the candidates' suitability for a particular job. It enables organizations to compare one applicant with others in view of selecting the best-qualified candidate for their organizations (Agrawal, 2000). The types of information it try to get seeks solicits from applicants are ability to perform the assigned job; motivation to stay on the job and adaptability to the job situation.

The specific topic of discussion in selection interviews vary from organization to organization and the level of the job. However, the general topics, which appear consistently in interviews, include academic achievement; personal qualities, occupational experience, interpersonal competence, and career orientation (Megginson, 1981). There are different types of interview. Organizations may use one or more of the types of interview to select the best among applicants. In general, types of interview that are used are structured, unstructured, mixed behavioral and stress interview (Heneman et al, 2000).

1, Structured interview

Structural or directive interview depends on predetermined set of related questions. List of questions are prepared before the interview begins and the interview does not allow deviating from it. The interviewers use a standardized evaluation form to note the candidates' response to the questions. A structured job interview typically contains four types of questions. These are listed as follows. Situational, job knowledge, job sample simulation and worker requirement questions. The problem with the structured interviews is that it is very restrictive.

2, Unstructured interview

The unstructured or non-directive interview consists of open-ended questions. In this type of interview, the interviewer can prepare questions while the interview is in progress. The overriding advantage of the unstructured type is the freedom it allows the interviewer to adapt to the situation. Unfortunately, this method lacks reliability because each applicant is asked a different series of questions. Even worse, this approach may overlook key areas of the applicant's skills or background (Heneman et al, 2000).

3, Mixed interview

Mixed interview is an interviewing method in which the interviewers use harmoniously a combination of structured and unstructured set of questions (Heneman et al, 2000).

4, Behavioral interviewing

Behavioral interviewing focuses on problem or hypothetical situation that the applicant is asked to solve. In this type of interviewing, questions are limited to hypothetical situation and the candidate is asked what should be done. The purpose is to understand the candidate's analytical abilities and reasoning (Heneman et al, 2000).

5, Stress interview

The idea of using this type of interview is to understand the candidate's ability to cope with stress on the job. Stress interview is a deliberate attempt to create tension and pressure in an applicant to see how well he/she responds to these tensions and pressure (Heneman et al, 2000).

2.6.4. Reference Checks

References are important tools that enable organizations to determine whether past work experience is related to qualification required for the new job. In this regard, the candidates are required to submit at least two written reference letters. The lessons reveal past behavior, the candidate's job interest, relation with immediate boss and co-workers, and reason for leaving the organization. Another major reason for conducting references and background checks is to verify candidate's credential. Background checks can confirm or disprove claims made by job applicants (Graham, 1990).

2.6.5. Hiring Decision

The most critical step of all is the final decisions to hire or reject. The manager makes these selection decisions. Manager's decision must be based on reliable and valid information. Since the success of any organization largely depends on employee performance the manager before making the final decision. The manager is familiar with the job requirements; organize a forum with the selection committee or human resource department. They have to be convinced that the rational decision is every stage of the selection process, and obtain information from the

immediate supervisor of the new employee concerning the match between their qualifications and the requirements of the new vacant position (Graham 2001:23-30).

2.6.6. Medical Examination

Before the job offer is made, the incoming candidates are required to undergo a medical examination. If there are no disqualifying medical problems during the examination, the candidate can be employed and be given a letter of employments. In most cases, a job offer is conditional up on presentation of a medical certificate that testifies the candidate is both mentally and physical capable of performing the job in question (Flippo, 1984).

2.6.7. Speed of decision making

The time available to select decision can have a major impact on selection process. An organization may only conduct an interview to fill a vacant position if a certain department cannot operate unless that position is filled immediately. On the other hand, speed may not be crucial, a careful attention may be devoted to study the application, intensive reference, and background checking, and time for the interview might be required to select a certain candidate (Leithwood, 2006).

2.6.8. Human Resources

Selecting suitable employees for any organization is two way process. Organization hires people with a view to maximize their potential towards the attainment of their objectives. Employees on the other hands decide to join the organization if the job offer fits their current and future needs. Hence, fit between organizations and individuals to be hired will be realized by effective selection process (Flippo, 1994)

2.6.9. Organizational Hierarchy

Different techniques of selection are required for filling job opening at different level in the organization. The extensive reference and background checks and in depth interviewing needed are carried out to verify the character and capabilities of the application for a high-level position. However, an applicant for a lower level position would most likely take only a test and perhaps have a selected interview (Loeb, 2010).

2.6.10. Applicant Pool

The number of available people to be recruited from the labor market for a particular job can affect the selection process. If there are many applicants as compared to the number of employees to be hired, the selection process can be complicated and takes a long period.

On the contrary, the selection process is relatively easy and it takes a short if there are only two applicants for one vacant position (Flippo, 1984).

2.7. Summary of the Review of Related Literature

The purpose of the study is school leadership recruitment and selection process of secondary school principals in Lare District Secondary schools were Kuergeng, Kurthony, Mangok, Bulimkun, and Idene. The study aimed to find out recruitment and selection process of secondary school principals in Lareworeda. The descriptive survey method employed and data was collected from educational expert, principals, supervisors, and parent teacher association by using instrument such as questioners, interview, focus group decision and observation.

Furthermore probability and non-probability sampling techniques were used to select the various respondents. Accordingly, a total number of 155 respondents were participating in survey and the data from different sources were analyzed by using tables, chart, and graph with frequency and percentages. To study problems employed to meet the objectives, guide the following basic research questions. The major findings of the study were summarized.

Recruitment and selection processes are important measures needed to identify competent professionals and which determine the success of school and quality of the leadership of school principal (Anteneh Wasyhun, 2019). According to a study conducted in Bahirdar, it was pointed that the recruitment and selection practice was not appropriate (Asrat Dagne Kelkay, 2018) in Illubabor zone, secondary school leaders did not sufficiently practice self-assessment with stakeholders before panning SIP (Seyoum Ararso, 2014). As reported by Education Bureau of the Gambella Region (2009), a recruitment and selection procedure of school principals is conducted at the local level woreda normally, where candidates with required qualifications are increasingly limited (Education Bureau of the Gambella Region 2009)

There are many factors that affect school leadership recruitment and selection processes. According to the report from the Lare high School & Preparatory Teachers and Principals board (Larew Woreda report, 2013), recruitment and selection of many schools leaders were used by

human resource by itself. In that context, Lare Woreda' Educational Experts (LWEE), School Parent Teachers Associations (SPTA), and the Regional Education Experts have no clear follow up to see recruitment and selection. These recruitment and selection committee at the local level do not practice the standard recruitment procedures as mandated by the Federal Ministry of Education Policy (MoE, 1999). According to MoE (1999), university graduate with at least bachelor and master should be the eligible candidate for school leader position. The shortage of candidates possessing the required professional skills and competent will attributed to lack of skills and ineffective leadership of school principals in the district (MoE (1999)).

3. RESEARCH DESIGN AND METHODOLOGY

This chapter consists of the description of the study area, research design, population size and sampling techniques, data collection instrument, questionnaires, interview guide, data collection procedure, method of data analysis and ethical consideration respectively

3.1. Description of the Study Area

The study was conducted in Lare woreda which is found in Nuer zone Gambella region, Lare is one of the Woredas of Nuer zone, in the Gambella Region which is located about 776 km from Addis Ababa (the capital city of Ethiopia) in the western part of Ethiopia and about 85 km from Gambella capital city which is Gambella.

Lare woreda is bordered on the south and east by Anuak Zone, on the west by the Baro river which separates the woreda from Jikawo, and on the north by the Jikawo River which separates it from South Sudan. The main town of the Woreda is Kuergang.

The terrain in Lare consists of marshes and grasslands, elevations range from 410 to 430 meters above sea level. A notable landmark is Gambella National Park, which occupies part of the area south of the Baro. At some point between 2001 and 2007; the eastern kebeles of jikawo were split off to create Lare.

3.2. The Research Method

In this study, descriptive research design using a mixed method approach was employed. Both quantitative and qualitative research approaches were used to come up with the existing school leaders' selection and recruitment process in this study area. The quantitative data were gathered using the survey design method. However, more focus was given to the quantitative approach. The reason for focusing on quantitative approach is that assessing factor that affects leadership recruitment and selection process demands the collection of relevant quantitative data, which could be put rigorous quantitative data in a formal and structuration fashion. In addition, quantitative one is more preferred to qualitative research approach as qualitative approach requires more time to study certain current problems and experience of the researches but the quantitative spends less time to study besides ,it is useful because it summarizes large body of data in form of tabulation, using the percent and frequency.

The qualitative approach is incorporated in the study to validate and triangulate the quantitative data in context of interview and focus group discussion. Another reason focusing qualitative is for the need of understanding and to describing the leadership recruitment and selection process basis on participants' opinion, and perception toward topic.

3.3. Sources of Data

In this study, both primary and secondary data were required to have relevant and tangible information about school leadership recruitment and selection process and factors affecting leadership recruitment and selection process at woreda education office and the study were used as data sources.

3.3.1. Primary Sources of Data

The sources of data for this study were education office experts, principals, supervisors, and School Parent Teachers Associations (SPTA) in Lare woreda.

3.3.2. Secondary Sources of Data

This study used secondary data of the study which was collected from different sources such as Woreda education office of Nuer zone. In addition, it was also collected from available reference books, supervision manuals journals, internet sources and other related essays.

3.4. Population, Sample Size, and Sampling Techniques

3.4.1 Population

The study was conducted in the Nuer Zone particularly Lare Woreda. According to Lare woreda updated education office report, 90 Lare District Education staffs, 23 supervisors, 112 school parents Teachers Association, and 28 school principals yielding a total of 253 participants were found in lare woreda.

3.4.2 Sample size and sampling technique

As indicated in the table below the total sample of the study was 155 from a total of 253 participants the researcher took these as a sample for this study. In this woreda, 55 district education staffs were selected using simple random sampling technique, 23, supervisors using purposive sampling technique, 68 school parents' teachers association using simple random

sampling, and 18 principals using purposive sampling technique were considered as a sample of study selected as a representative sample of this study. In this study, 61% was considered to get the maximum sample.

Table 1: Population sample size and sampling techniques

No	Target group	Population	Samples size	%	Sampling technique
1	Lare District Education staffs	90	55	61	Simple random sampling
2	Supervisor	23	14	61	Purposive sampling technique
3	School Parents Teachers Association	112	68	61	Simple random technique
4	Principal	28	18	61	Purposive sampling technique
	Total	253	155		-

Source (Lare educational office, Gambella Ethiopia, (2021))

3.5. Data Collection Instruments

Questionnaires, interview and focus group discussion were used as data gathering instruments. In addition, the researcher consulted relevant reference books; internet sources and supervision manuals to support the findings of the study. The researcher used both open and closed ended questionnaires during the data collection. Finally, the respondents that filled the questionnaires, interviewed items and conduct focus group discussions were finally analyzed and reported in the findings.

3.5.1. Questionnaires

The items of questionnaires include background information of respondents that incorporates a total of 155 respondents. In the main survey part, likert type of five-point rating scales, ranging from strongly agree (SA), Agree (A), undecided (U) strongly disagree (SD) and disagree. The researcher used both open and close ended type of questions to collect both quantitative and qualitative data (Irrelevant Statement). Therefore, the researcher decided to apply a questionnaire

as the primary instrument for collecting data on the perception of respondents, education office experts, School Parent Teachers Association (SPTA), supervisors.

To address the researcher prepared pilot test the questionnaire on a small group of respondents before using it on a larger scale and convenient sampling technique was employed. Based on feedback of the pre-test, further amendment was carried out on the questionnaires. Before the administration of actual data collection process, the one-day training was providing for data collectors on the area of the study. The data collections instruments, data collections procedures, and ethical consideration during the data were carrying out.

All the questionnaires were written in English and were translated in to respondent's local language (Nuer) as the researcher believes that they understood questions easily. Therefore, the instruments were found valuable to collect the data for the main study and hence, it is administered as scheduled. Cronbach's Alpha model was used to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument could enable the researcher to gather relevant information.

3.5.2. Interview

The interview permits greater depth of response which is not possible through any other means (Sarandakos (1997)). The purpose of the interview was to collect more supplementary judgment, to stabilize the questionnaire response. Interview was conducted on woreda education head office, education experts, parent teachers associations, (PTA). Semi-structured items are prepared for the above respondents. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions could be forwarded during the interview, based on the responses of the interviewer. Therefore, they may have detailed information about the current status of the factor affect leadership in recruitment and selection that hinder leadership status in education. This was helpful for the researcher to get more and significant information from participants' basis on their perception of current problems.

3.5.3. Focus Group Discussion

The FGD was used by means of increasing the reliability of information from in-depth interview. Based on advantage and objective of the research, FGD was necessary to explore unanticipated issue as the participants arose in the discussion. Sarandakos (1997) explain that making

discussion among individual more than two might provoke individual to generate more ideas and to make an exhaustive argumentation among each other's.

Flick (2002) also states that, focus group discussion used for group interaction produces data and insight that are less accessible without the interaction found in a group. All FGD was carryout at convenient place to the participant in the one month of data collection and it was from one week to two week. The information, which receives from FGD, is very useful in term of richness and openness.

3.6. Data Collection Procedures

The researcher prepared data collection instruments such as questionnaires, interview and FGDs with education office personnel, by sharing all the information of the study as soon as permit for the study is granted. On the schedule dates and times, the researcher met each of people, and explained the objectives of the study and interview schedule for participants to collected data. When the data collection task is completed according to schedule provided, the researcher combined all instruments (questionnaires, interviews and FGDs).

3.7. Methods of Data Analysis

Both information from quantitative data were collected through questionnaire from, core processor owner, head office, and education experts parent teachers association (PTA)were organized, and quantitatively analyzed by using descriptive statistics (mean, frequency tabular illustration and percentages). Above all, all quantitative analysis were made with help of percentage, frequency and mean score and must be triangular. In parallel with quantitative techniques of data analysis, qualitative data analysis also attempts to employ for analysis of those data gathered from interview and focus group discussion can be analyzed through narrative, description and or direct quotation of statement from the participants' opinions.

3.8. Ethical Consideration

Ethics refers to a question of right or wrong (Wallen et al, 2000). It deals with how those who participate in the research study are being treated in honorable manner and additionally, it shows how data are handled after being collected (Vanderstoep et al, 2009). Hence, researcher recognized participants' consent through: clear explanation about the details and the purpose of the study to the participants, informing participants as they have the right to withdraw from study

at any time, make it clear to the participants that no incentives offered or granted due to lack of sufficient funds.

Then researcher submitted a plan for data collection and sample of any instruments that researcher administered to participants. And to protect plagiarism, researcher admitted the idea and data of others from whom, when and where it is already taken. In addition, so as to protect participants from harm or risk, researcher got rid of their names from all data collection forms. This was done by substituting number or letter to each subject in its place of their names. Consequently, all participants were remained anonyms and confidential. In this study, participants identify also protected through the use of aliases for all participants referring their names (assigning code for them to identify them).

4. DATA PRESENTATION, ANALYSIS AND RESULT AND DISCUSSION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to assess the status of principals' recruitment and selection of Lare Woreda, Gambella region Southwest Ethiopia. To this end, both quantitative and qualitative data was gathered by using questionnaire, open ended and close ended interview and focus group discussion. The data gathered through interview was supposed to complement the quantitative data. Moreover, questionnaires were conducted with educational experts. Interview was conducted with SPTA and school supervisors' practices by observing the comments written in the selection and recruitment process and to assess the working conditions of supervisors, specially the availability and conditions of recruitment and selection of principals.

A total of 155 questionnaires were returned to the principal investigator after data were collected by trained data collectors that yield a response rate of 100 %.From 90 education experts, 55 copies, from 24 school supervisors, 14 copies were returned. Out of 112 SPTAs, and 68 copies were included and all returned. Finally, out of 28 school principals,18 school principals responded to the survey questionnaire.

4.1. Characteristics of the Respondents

Table 2: The Characteristics of the Respondents, No Items Respondents Total (155).

Variable	Characteristics	Respondents									
		Educational experts (55)		Supervisors(14)		Principals(18)		SPTA(68)		Computed value	
		No	%	No	%	No	%	No	%	No	%
Sex of the respondents	Male	35	63.6	8	57.1	12	66.7	55	80.9	109	70.3%
	Female	20	36.4	6	42.9	6	35.3	13	19.1	46	29.7%
	Total	55	100	14	100	18	100	68	100	155	100%
Age in years	20-30	5	9.1	1.0	7.1	2.0	11.1	15.0	22.1	23.0	14.8
	31-40	25	45.5	10.0	71.4	11.0	61.1	33.0	48.5	79.0	51.0
	41-50	17	30.9	3.0	21.4	4.0	22.2	11.0	16.2	35.0	22.6
	50 and above	8	14.5	0.0	0.0	1.0	5.6	9.0	13.2	18.0	11.6
	Total	55	100.00	14	100	18	100	68	100	155	100
Work experience	1-5yrs	4	7.3	6	42.9	2	11.1	27	39.7	36	23.2%
	6-15yrs	28	50.9	4	28.6	5	27.8	24	35.3	65	41.9%
	16-25yrs	16	29.1	2	14.3	6	33.3	9	13.2	30	19.4%
	26-35yrs	6	10.9	1	7.1	4	22.2	6	8.8	18	11.6%
	36yrs above	1	1.8	1	7.1	1	5.6	2	2.9	6	3.9%
	Total	55	100	14	100	18	100	68	100	155	100%
Educational background	Grade 10 below	-	-	-	-	-	-	31	45.6	35	22.6%
	Certificate	4	7.3	-	-	-	-	18	26.5	29	18.7%
	Diploma	34	61.8	-	-	-	-	16	23.5	56	36.1%
	Degree	13	23.6	8	57.1	10	55.6	3	4.4	27	17.4%
	Master degree and above	4	7.3	6	42.9	8	44.4	-	-	8	5.2%
	Total	55	100%	14	100%	18	100%	68	100%	155	100%

Source of the work experience, years, and educational background 2021

As can be observed from the above table item one, 35(63.6%) of educational experts, 8(57.1%) of supervisors 12(66.7%) of principal and 55(80.9%) of SPTA were males. On the other hand 20(36.4%) of educational experts 6(42.9%) of supervisors, 6(35.3%) of principal, 13(19.1%) of PTA were females. From this, it is possible to conclude that the educational expert, supervisory and SPTA position was dominated by males. Similar with this, (Farquhar, 1991:160) cited in (Carron and De Grauwe, 1997:30) indicated that, the supervision and educational expert is still dominated by the male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females not apply for this position because of " long distance to travel" and "being away from family for long period". Similarly, a study conducted in Ambo town and Babile supports this finding that about 70% of the respondents were male (Tegegne Alemayehu and, Berhanu Deressa, 2019, Ahmednasir Abraham, 2020)

Concerning the age of respondents, the majority of educational experts, supervisors, principals and SPTA lie in the age category between 31-40 years of age. This study is consistent with a study conducted in Bale zone, Oromia region, Ambo town and Harari state (Demie, A., et al, Tegegne Alemayehu et al, 2019 and Tadesse Hailu Afework, 2013). This can suggest that they were matured and experienced to manage schools, to communicate with teachers and students families.

Regarding the experience of educational expert, the majority 28(50.9%) of them had work experiences between 6-15 years followed by 16(29.1%), 16-25 years' experience. Regarding the experience of supervisors 6(42.9%) had work experience between 1-5 years, followed by 4(28.6%) 6-15 years. Similarly, among SPTA, the majority of them had experience between 1-5 years followed by 27(39.7%). Therefore, having had medium to long years of work experience could enable the educational experts to handle or manage the usual activities associated with practical skills obtained during these years. However, being a supervisor may not require such a long years of experience as compared to educational experts due to the fact that this groups come to the position having the required educational qualification.

Regarding the educational background of the respondents 34(61.8%) of education experts were diploma holders, followed by 13 (23.6%) degree. In case of school principals, more than half 10(55.6%) were degree holders while 8(44.4%) of supervisor were master holders. Moreover, all 31(45.6%) interviewee Woreda education officers had first degree. From this, it is possible to

conclude that, cluster supervisors in the sample Woredas of Nuer zone were relatively more qualified than the secondary school teachers and principals. The study shows that the educational backgrounds of most of the respondents are Degree holds. Recruitment involves efforts to systematically generate interest in principal ships and encourage promising candidates to apply to pipeline programs. The likelihood of having higher educational background suggests the more likely professionals could compete/fit for the job by creating equal window of competition and based on the required criteria to set. (George W. Bush Institute, 2019). However, unlike this study, contradicting issue was observed that almost all or at least majority of school leaders serving in the secondary schools in Bale zone are not qualified for the level of their assignment for leading. The number of school leaders those leading secondary schools were below the standards set by the ministry of education, The other points need concern is teachers those had second degree in Educational planning and Management were assign to teach with their first degree after they leave the position with different cases (Demie, A., et al, 2021)

4.2 Education expert's response on the status of recruitment and selection.

Table 3: The respondents' results of education expert's frequency, percentage and mean on status of recruitment and selection.

Statements	SA		A		U		D		SD		Total		Mean
	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	
Do you agree that the status of school leadership recruitment in your district is very conducive?	2	3.6%	36	65.5%	3	5.5%	10	18.2%	4	7.3%	55	100%	3.4
Do you agree that the implementation of selection process of secondary school principals in the study area is successful?	3	5.5%	10	18.2%	2	3.6%	36	65.5%	4	7.3%	55	100%	2.5
Do you agree that There are factors affecting school leadership recruitment process in Lare district education office?	10	18.2%	21	38.2%	3	5.5%	2	3.7%	2	3.7%	55	100%	2.7
Do you agree that there are problems that face the school leadership selection process in education bureau of lare district?	8	14.5%	39	70.9%	3	10.9%	3	5.6%	2	3.7%	55	100%	3.8
Do you agree that the school problems are taken by school leadership recruitment process to fill the gap?	13	23.6%	16	29.0%	5	9.9%	15	27.3%	6	10.9%	55	100%	3.3
Do you agree that most of your education expert thinks that there is problem of school leadership selection outcome at your schools	7	12.7%	13	23.6%	6	10.9%	20	36.4%	9	16.4%	55	1000%	2.8

Source of Lare district education office 2021

Based on the findings of education experts, the status of school leaders/principal recruitment and selection was found very conducive. However, 10(18.2 %) and 4(7.3%) of them disagreed and strongly disagreed that the selection and recruitment was not conducive. Despite of the good response on the statement, more than 20% of respondents reported that there was not conducive practice at this study setting. This was supported by the FGD conducted which stated as follows: *“.....the settings lack to have standard recruitment and selection criteria. At the meantime, the majority of tasks are accomplished by the human resources development. However, using linear approach in some settings committees would be established..”(FGDI)*

Item 2 in the same table asked whether the implementations of selection process of secondary school principals in the study area is successful or not. Thus, the result showed that the majority with 65.5% of the respondents showed their disagreement to the statement. Data generated from Lare school superintendents revealed that there was absence of fully developed recruitment procedures for attracting potential candidates, including minority and female candidates; limited use of succession or internal “grow your own programs;” and, limited training for hiring committees.

In item number 3 of the same table, respondents were asked to indicate their opinion on the factor that affects the recruitment process in the Woreda and identify the principal’s evaluation skill gaps. Thus, the educational experts gave a quick response to the problem encountered in the identification during recruitment process; the majority with 38.2% agreed to the statements and 3.7% of them disagreed with the statement.

Item 4 of the table asked if there are problems that face the school leadership selection process in education bureau of lare district the results showed that majority of the respondents with 70.9% agreed that there are problems in selecting the principal in their school and only 5.6% of the respondents showed their disagreement to the statement noting there were no problems faced in selecting the principal in their schools.

In item 5, the respondents were asked whether the school problems were taken by school leadership to fill the gap, the respondents with 23.6% and 29.0% strongly agreed and agreed with the statement. However, 27.3% of them disagreed to the statement indicating that the school leadership did not take actions to the problems to fill the gap. This study found that there is a

huge gap that a school does not fill which could be due to poor professional commitment, management skill and motivational aspects.

In the same table of item 6, they were asked whether most of the education experts think that there is problem of school leadership selection outcome at your schools or not. The results showed that 23.6% of the respondents agreed to the statement and 36.4% of them showed their disagreement to the statement. Studies have suggested that any recruitment and selection be made based on standard criteria and regulations (MoE, 1999, Anteneh Wasyhun (2019). However, if a human resource alone accomplishes the overall task, there will be a probability to commit corruption which would on the other hand affect the outcome of the recruitment and selection process. This could lead to inexact science of attracting, screening, and identifying candidates to fit the complex leadership needs of schools today (Anthony H. Normore).

4.3 Supervisors response on status of recruitment and selection.

Table 4: The respondents' results of supervisors' frequency, percentage and mean on status of recruitment and selection.

Statements	SA		A		U		D		SD		Total		Mean
	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	
Do you agree that secondary school principals in the study area were successful?	1	7.1%	9	64.3%	1	7.1%	2	14.3%	1	7.1%	14	100%	3.4
Do you agree that the status of school leadership recruitment in your district is very conducive?	2	14.3%	7	50.0%	1	7.1%	3	21.4%	1	7.1%	14	100%	3.4
Do you agree that there are factors affecting school leadership selection process in lare district education office?	1	7.1%	9	64.3%	1	7.1%	2	21.4%	1	7.1%	14	100%	3.5
Do you agree that there are problems that face the school leadership selection process in education bureau of Lare district	1	7.1%	7	50.0%	2	14.3%	2	14.3%	2	14.3%	14	100%	3.2
Do you agree that Most of your education experts think that is a problem of school leadership recruitment outcome at your schools?	1	7.1%	8	57.1%	2	14.3%	2	14.3%	1	7.1%	14	100%	3.7

Source supervisors, 2021

As indicated in item 1 of table 4, the respondents were asked whether the implementations of recruitment process of secondary school principals in the study area were successful. Accordingly, 64.3% of the respondents agreed that they implement the recruitment process in quality manner. Other respondents with 14.3% in the same item response that the implementation of the recruitment process in the Woreda do not follow the standards stated by education training and policy. However, effective instructional leadership requires commitment and established working structure along with responsibility.

Item 2 in the same table, it was asked whether the implementations of selection process of secondary school principals in the study area is successful, the result showed that the majority with 65.5% of the respondents showed their disagreement to the statement. A study conducted in Ethiopian schools indicates that the effectiveness of school leaders in the design, practice and monitoring of curriculum and institutional policy is not to the required level (Tadesse Regassa et al, 2019). Similarly, a study conducted in Bahirdar pointed that the recruitment and selection practice was not appropriate Asrat Dagne Kelkay, 2018).

Regarding item 3 the supervisors were asked if there were factors affecting school leadership selection process in Lare Woreda Education Office, the result showed that majority supervisors with 38.2 and 18.2% agreed and strongly agreed to the statement. One of the factors reported during the *FGDI* “*that human resource development by itself plays a pivotal role in the recruitment selection process which is more likely to experience corruption.*” Not using standard recruitment and selection criteria was the factor that affects the selection and recruitment process MoE (1999).

Item 4 of the table asked if there are problems that face the school leadership selection process, as a result, the majority of the respondents with 70.9 % agreed that there were problems in selecting the principal in their school. Many participants, from supervisors had reported that the school leadership committee had “pressure to appoint.” They stated that “sometimes the committee experiences the pressure to hire less qualified especially in remote areas like Woreda we are to fill the vacancy”. If hiring could not be made, they added ‘‘the committee will ask any teacher to act up, regardless of his academic qualifications, experience, and inspirations.

A 39 years old male high school supervisor with more than three years of work experience said that *“the recruitment and selection process follows specific procedures; however, these procedures are not applicable especially in remote areas.”*

“In one school, he added, they had the pressure to ask a first-year teacher to act up just to fill the vacancy”.

In the same table item 5, asked whether most of the supervisors were taken by school leadership recruitment process to fill the gap at the school or not. The results showed that 29 % and 23.6% of the respondents agreed and strongly agreed to the statement. *A 41 years ole male school principal* with more than nine years of experience stated that *“the validity of the assessment test is very low, and the selection decision cannot be built upon.”* Thus the selected candidates cannot come to fill the gaps as they will be appointed without having the required qualification. (2006, p2). This finding is consistent with Knight (2017) that recruitment and selection is considered a major challenge that lead to the selection of the wrong person (Knight 2017).

4.4 The respondents' results of principals on status of recruitment and selection.

Table 5: The respondents' results of principal frequency, and mean on status of recruitment and selection.

Statements	SA		A		U		D		SD		TOTAL		MEAN
	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	
Do you agree that your school principal has background of the School leadership?	2	11.1%	6	33.3%	4	22.2%	5	27.8%	1	5.6%	18	100%	3.2
Do you agree that school leadership selection is rarely existed in the study area?	3	16.7%	7	38.9%	3	16.7%	2	11.1%	3	16.7%	18	100%	3.3
Do you agree that the process of identifying and attracting individuals on a timely basis in sufficient numbers and with appropriate qualifications?	4	22.2%	8	44.4%	1	5.6%	3	16.7%	2	11.1%	18	100%	3.7
Do you agree that the process of filling a vacancy, and the examination of the vacancy, the consideration of sources of pertinent candidates, their applications is appropriate?	3	16.7%	5	27.8%	3	16.7%	6	33.3%	1	5.6%	18	100%	3.2
Do you agree that the disadvantage of the external sources of recruitment is very time consuming and hectic process?	2	11.1%	7	38.9%	3	16.7%	1	5.6%	4	22.2%	18	100%	2.9

Source of principal 2021

Item 1, asked whether the school principals has leadership background or not, thus, 33.3% of them agreed that they the school principals have leadership background and the majority of educational experts 27.8% disagreed with the statement indicating that the school principal do not have school leadership background. This implies that having had leadership background enables

an individual to come up the existing changes that schools have due to prior management knowledge and skills.

As to item 2, in the same table, the response showed that the majority of them with 38.9% agreed that school leadership selection is rarely existed in the study area. With only 11.1% showed their disagreement to the statement. This concludes that there is a huge gap that the schools lack to have practical implication (Kwan, 2012).

Regarding item 3, the respondents asked the process of identifying and attracting individuals on a timely basis and sufficient in numbers and with appropriate qualifications. The respondent's with 44.4% agreed to the statement and the majority of them that is 16.7% of them disagreed to the statement, indicating the process of identifying and attracting principals on timely basis is insufficient and inappropriate. *A male 34 years old high school principal* with more than three years of experience said;

“We do not have thoughtful recruitment and selection processes; I was forced for example to act up and fill the vacancy.”

Similarly, **a 33 years old female school principal** noted that:

..... *“An interview is a central tool in the selection process. It enables the committee to evaluate the candidates' true competencies to fill the vacancy, however, she added, they were not implementing effectively to tap into the candidates' competencies.”*

Moreover, the response from the item 4 in the same table showed that 33.3% disagreed to the statement indicating the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications is inappropriate. The examination of the vacancy with the consideration of pertinent candidates requires a well-organized set of criteria and standard which pulls competent candidates that the overall performance of the school rests on the principal hiring process. This was supported by the interview as follows;

A 36 female high school principal, with more than three years of work experience that *“the principal recruitment and selection processes constitute of few steps where the ministry engages in an effort to attract a pool of qualified candidates from internal sources (e.g. teachers, and*

assistant principals within the Region). Similarly, a **37 years old male high school principal** with more than three years of experience said “*We do not have thoughtful recruitment and selection processes; I was forced for example to act up and fill the vacancy.* “

Moreover, for item 5, of the table, the majority of the respondents with 38.9% showed their agreement to the statement indicating the disadvantage of the external sources of recruitment is very time consuming and hectic processes and 5.6% of them showed their disagreement to the statement and researcher conclude that there is gap in the recruiting the principals in the study area as indicated from the results obtained from the table above.

4.5 School Parents Teachers Association responses

Table 6: The respondents' results of School Parents Teachers Association frequency, and mean on status of recruitment and selection

Source of Parents Teachers Association 2021

Statements	SA		A		U		D		SD		TOTAL		MEAN
	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	
Do you agree that school leadership recruitment rarely existed in the study area?	3	4.4%	35	51.4%	5	7.4%	13	19.1%	12	17.6%	68	100%	3.1
Do you agree that school principals have background of the school leadership?	8	11.8%	12	17.6%	8	11.8%	25	36.8%	15	22.0%	68	100%	2.6
Do you agree that the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications is appropriate?	13	19.1%	25	36.8%	4	5.9%	6	8.8%	20	29.4%	68	100%	3.1
Do you agree that the process of identifying and attracting individuals on a timely basis in sufficient numbers and with appropriate qualifications	7	10.3%	10	14.7%	6	8.8%	24	35.3%	21	30.9%	68	100%	2.4
Do you agree that the disadvantage of the external sources of selections is very time consuming and hectic processes?	14	20.6%	23	33.8%	6	8.8%	11	16.2%	14	20.6%	68	100%	3.2

From statement item 1 of table 6 pointed out that more than half of the SPTAs agreed that school leadership recruitment rarely existed and 19.1% of them disagreed to the statement. However, the process lacks a clear set of criteria that would make a candidate a good fit for the principal ship which is consistent with Baron (Kwan, 2012). In addition, the ministry had limited advertising strategies to attract and recruit high quality external candidates.

According to item 2 of the same table, the response showed that 36.8% and 22.0 % of SPTAs disagreed and strongly disagreed that school principals do not have any school leadership background. This was supported by the interview conducted among SPTAs *that the school leadership committee had "pressure to appoint."* Which may pool less qualified and un experienced candidate which sometimes may be a first year degree teacher from the internal vacancy.

Item 3 of the same table indicated that 36.8% of the respondents agreed that the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications was appropriate. However, nearly 30% of the respondents strongly disagreed to the statement. Although the hiring process appears to be linear and simple, it is "complex" (James et al. 2018, 14), anecdotal (Hooker, 2000) and unstable processes. The findings also revealed that the schools suffer from a shortage of high-quality candidates and reliance on internal candidates. Although the some organizations use adequate selection strategies, the procedures through which they assess the applicants are flawed. A 41 years old male and 37 years old female high school principals with more than nine years of work experience mentioned that *"the assessment tools do not measure the candidates' leadership competencies. Thus, the committee appears to select the wrong person."* Another male 36 years old school principal with more than nine years of work experience felt that *"selection criteria should align with the interview questions to evaluate the personality of the candidate."*

Item 4 in the same table asked if the process of identifying and attracting individuals on a timely basis and sufficient in numbers and with appropriate qualifications. The response showed that 35.3% of respondents disagree, nearly 31% showed strong disagreement to the statement. *During the FGD2, School Parents Teachers Association felt that the assessment, including the test and the interview "are good, but not good enough". Because of its critical role, the selecting and recruiting committee should have the expertise to make such a selection and recruitment having*

the appropriate knowledge and expertise. Otherwise, it will pool less qualified candidates to this position.(FGD2).

Similarly, principal recruitment should be based on quality and experience.

A female 39 years old school principal with more than five years of work experience said that *“the selection team should include experienced principals who really know the reality of the field with its details and problems. Sometimes the selection team cannot assess the candidates’ competencies, so I recommend that it should include a psychologist who can assess the candidates’ ability to act in different situations. The obstacle here is the team’s inability to distinguish the best candidate.”*

Another male 42 years old school principal with seven years of work experience mentioned that *“Most of the selection teams are not trained to accurately screen or assess the applicants to select the best candidate from the pool.”*

Finally, the last item in the table asked whether the disadvantage of the external sources of selections is very time consuming and hectic processes or not. The response showed that 33.8 % of the respondents showed their agreement to the statement with 16.2% of them showed their disagreement to the statement. Delays in the hiring process increase the chance that the recruitment and selection process may not be accurate. Studies showed that external sources of recruitment are time consuming and hectic process (Stephen, 2008). However, building a rigorous recruitment and selection procedures, providing needed resources and adequate training can increase the chance of significant improvements that can be achieved. At the meantime, when there are large no of application received through this process, careful securitizing of these application and performance is demanding (Stephen, 2008).

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to assess the status of principals' recruitment, selection process and its contributing factors in Lare woreda, Gambella Region Southwest Ethiopia. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

Recruitment and selection processes are important measures needed to identify competent professionals. The can also determine the success of school and quality of the leadership of school principal. However, effective recruitment and selection of school administrators continue to be one of the more challenging human resource tasks in educational organizations. The current education system requires competent and qualified school leaders/principals that merit standard recruitment and selection criteria. Thus, the aim of this study was to assess the status of principals' recruitment, selection process and its contributing factors in Lare woreda, Gambella Region Southwest Ethiopia. To address this purpose, the following basic research questions were raised:

- What is the status of school leaders' recruitment and selection in Lare woreda of Gambella region?
- What are the factors affecting school leaders' recruitment and selection process in Lare woreda Gambella region?

Therefore, the study was conducted in Lare woreda in selected secondary Schools. Accordingly, four secondary schools in the Woreda, were selected as sample, 55 educational experts, 18 supervisors, 14 school principals and 68 parents teacher association were included using the available sampling techniques.

For the study, primary and secondary data sources were employed. The data were gathered through both quantitative and qualitative tools. In this study, descriptive research design using a mixed method approach was employed. Both quantitative and qualitative research approaches were used to come up with the existing school leaders' selection and recruitment process in this

study area. The quantitative data were gathered using the survey design method. However, more focus was given to the quantitative approach. The reason for focusing on quantitative approach is that assessing factor that affects leadership recruitment and selection process demands the collection of relevant quantitative data using survey method. In addition qualitative findings were used to triangulate the quantitative findings. For this, FGD and interviews were used. Descriptive statistics (mean, frequency tabular illustration and percentages were used). Finally, these qualitative findings were narrated and coated with the quantitative results.

According to analysis of this study, the following findings were identified. Therefore, the findings of the study were summarized as follows:

5.1.1 Characteristics of the respondents

In this study, 35(63.6%) of educational experts, 8(57.1%) of supervisors 12(66.7%) of principal and 55(80.9%) of SPTA were males. From this, it is possible to conclude that the majority of participants' positions were dominated by males.

Concerning the age of respondents, the majority of educational experts, supervisors, principals and SPTA lie in the age category between 31-40 years of age. Regarding the experience of educational expert, the majority 28(50.9%) of them had work experiences between 6-15 years followed by 16(29.1%), 16-25 years. Regarding the experience of supervisors 6(42.9%) had work experience between 1-5 years, followed by 4(28.6%) 6-15 years. Regarding the educational background of the respondents 34(61.8%) of education experts were diploma holders, followed by 13 (23.6%) degree. In case of school principals, more than half 10(55.6%) were degree holders.

5.1. 2 Education expert's response on the status of recruitment and selection.

Based on the findings of education experts, the status of school leaders/principal recruitment and selection was found conducive. However, 10(18.2 %) and 4(7.3%) of them disagreed and strongly disagreed that the selection and recruitment was not conducive. Item 2 in the same table asked whether the implementations of selection process of secondary school principals in the study area is successful or not. Thus, the result showed that the majority with 65.5% of the respondents showed their disagreement to the statement. Data generated from Lare school superintendents revealed that there was absence of fully developed recruitment procedures for

attracting potential candidates, including minority and female candidates; limited use of succession or internal “grow your own programs;” and, limited training for hiring committees.

In item number 3 of the same table, respondents were asked to indicate their opinion on the factor that affects the recruitment process in the Woreda and identify the principal’s evaluation skill gaps. Thus, the educational experts gave a quick response to the problem encountered in the identification during recruitment process; the majority with 38.2% agreed to the statements and 3.7% of them disagreed with the statement. Item 4 of the table asked if there are problems that face the school leadership selection process in education bureau of Lare woreda the results showed that majority of the respondents with 70.9% agreed that there are problems in selecting the principal in their school.

In item 5, the respondents were asked whether the school problems were taken by school leadership to fill the gap, the respondents with 23.6% and 29.0% strongly agreed and agreed with the statement. In the same table of item 6, they were asked whether most of the education experts think that there is problem of school leadership selection outcome at your schools or not. The results showed that 23.6% of the respondents agreed to the statement and 36.4% of them showed their disagreement to the statement.

5.1.3 Supervisors response on status of recruitment and selection.

As indicated in item 1 of table 4, the respondents were asked whether the implementations of recruitment process of secondary school principals in the study area were successful. Accordingly, 64.3% of the respondents agreed that they implement the recruitment process in quality manner. Other respondents with 14.3% in the same item response that the implementation of the recruitment process in the Woreda do not follow the standards stated by education training and policy.

Item 2 in the same table, the result showed that the majority with 65.5% of the respondents showed their disagreement to the implementations of selection process of secondary school principals in the study area is successful,

Regarding item 3, the majority supervisors with 38.2% and 18.2% agreed and strongly agreed to that there were factors affecting school leadership selection process in lare woreda.

Item 4 of the table asked if there are problems that face the school leadership selection process, as a result the majority of the respondents with 70.9 % agreed that there were problems in selecting the principal in their school. Many participants, from supervisors had reported that the school leadership committee had “pressure to appoint.” They stated that “sometimes the committee experiences the pressure to hire less qualified especially in remote areas like Woreda we are to fill the vacancy”. If hiring could not be made, they added “the committee will ask any teacher to act up, regardless of his academic qualifications, experience, and inspirations.

A 39 years old male high school supervisor with more than three years of work experience said that “*the recruitment and selection process follows specific procedures; however, these procedures are not applicable especially in remote areas.*” “*In one school, he added, they had the pressure to ask a first-year teacher to act up just to fill the vacancy*”.

In the same table item 5, asked whether most of the supervisors were taken by school leadership recruitment process to fill the gap at the school or not. The results showed that 29 % and 23.6% of the respondents agreed and strongly agreed to the statement.

5.1. 4 The respondents’ results of principals on status of recruitment and selection.

Item 1, asked whether the school principals has leadership background or not, thus, 33.3% of them agreed that they the school principals have leadership background and 27.8%disagreed with the statement indicating that the school principal do not have school leadership background.

As to item 2, in the same table, the response showed that the majority of them with 38.9% agreed that school leadership selection is rarely existed in the study area. With only 11.1% showed their disagreement to the statement.

Regarding item 3, the respondents asked the process of identifying and attracting individuals on a timely basis and sufficient in numbers and with appropriate qualifications. The respondent’s with44.4% agreed to the statement and the majority of them that is 16.7% of them disagreed to the statement, indicating the process of identifying and attracting principals on timely basis is insufficient and inappropriate.

Moreover, the response from the item 4 in the same table showed that 33.3% disagreed to the statement indicating the process of filling a vacancy, and includes the examination of the

vacancy, the consideration of sources of pertinent candidates, their applications is inappropriate. Moreover, for item 5, of the table, the majority of the respondents with 38.9% showed their agreement to the statement indicating the disadvantage of the external sources of recruitment is very time consuming and hectic processes and 5.6% of them showed their disagreement to the statement.

5.1.5 School Parents Teachers Association responses on the status of recruitment and selection

From statement item 1 of table 6 pointed out that more than half of the SPTAs agreed that school leadership recruitment rarely existed and 19.1% of them disagreed to the statement. According to item 2 in the same table, the response showed that 36.8% and 22.0 % of SPTAs disagreed and strongly disagreed that school principals do not have any school leadership background. This was supported by the interview conducted among SPTAs *that the school leadership committee had "pressure to appoint."* Item 3 of the same table indicated that 36.8% of the respondents agreed that the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications was appropriate. However, nearly 30% of the respondents strongly disagreed to the statement. Item 4 in the same table asked if the process of identifying and attracting individuals on a timely basis and sufficient in numbers and with appropriate qualifications. The response showed that 35.3% of respondents disagree, nearly 31% showed strong disagreement to the statement. Finally, the last item in the table asked whether the disadvantage of the external sources of selections is very time consuming and hectic processes or not. The response showed that 33.8 % of the respondents showed their agreement to the statement with 16.2% of them showed their disagreement to the statement.

5.2. Conclusion

In this study, it is possible to conclude that the majority of participants' positions were dominated by males. The majority of educational experts, supervisors, principals and SPTA lie in the age category between 31-40 years of age. Regarding the experience of educational expert, the majority 28(50.9%) of them had work experiences between 6-15 years, supervisors 6(42.9%) had work experience between 1-5 years. Regarding the educational background of the respondents 34(61.8%) of education experts were diploma holders and more than half 10(55.6%) of school principals, were degree holders.

Based on the findings of education experts, the status of school leaders/principal recruitment and selection was found conducive. However, 10(18.2 %) and 4(7.3%) of them disagreed and strongly disagreed that the selection and recruitment was not conducive. Item 2 in the same table showed that the majority with 65.5% of the respondents showed that the implementations of selection process of secondary school principals in the study area were not successful. The majority with 38.2% of educational experts agreed there were factors that affect the recruitment process in the Woreda and identify the principal's evaluation skill gaps. The majority of the respondents with 70.9% agreed that there are problems in selecting the principal in their school.

In item 5, the respondents with 23.6% and 29.0% strongly agreed and agreed that the school problems were taken by school leadership to fill the gap. Finally, 36.4% of them showed their disagreement. Most of the education experts think that there is a problem of school leadership selection outcome at your schools.

Concerning the response supervisors, 64.3% of them agreed that they implement the recruitment process in a quality manner. However, nearly a quarter of them do not follow the standards stated by education training and policy. And the majority with 65.5% the implementation process was not successful. For this 38.2% and 18.2% agreed and strongly agreed to that there were factors affecting school leadership selection process. Nearly 71% reported that there were problems in selecting the principal in their school. Many participants, from supervisors had reported that the school leadership committee had "pressure to appoint," which sometimes hire less qualified. And nearly 52% of them were not ready to fill the gap at the school.

Regarding school principals, 33.3% of them agreed that the school principals have leadership background and 27.8% disagreed with the statement. The majority of them with 38.9% agreed that school leadership selection is rarely existed in the study area. Regarding item 3, the respondents asked the process of identifying and attracting individuals on a timely basis and sufficient in numbers and with appropriate qualifications. About 45% of principals reported that the process of identifying and attracting principals on a timely basis is sufficient and appropriate. However, there exists a huge gap in this statement. One third of school principals disagreed to the statement indicating the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications is inappropriate.

Moreover, 38.9% the respondents showed there was very time consuming and hectic processes external sources of recruitment

Based on the findings from SPTA, more than half agreed that school leadership recruitment rarely existed. The majority of respondents reported that school principals do not have any school leadership background. 36.8% of the respondents agreed that the process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications was appropriate. The majority of respondents disagree that the process of identifying and attracting individuals on timely bases having the required qualification. Finally, more than one third of them reported that time consuming and being hectic were the disadvantages of external sources of selection

5.3. Recommendation

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede school principal recruitment and selection in Lare woreda.

Based on the findings of education experts, the selection and recruitment should be made conducive and successful. Thus, early recognition of factors should do to improve the recruitment and selection process of school leaders.

Concerning the response supervisors, it was recommended to follow the standards stated by education training and policy. Efforts should be made to control factors affecting the recruitment and selection process. In order to fill the gaps, high quality and committed committees should be there along with standard criteria of selection based on merit.

Regarding school principals, the school principals should have leadership background and well advanced work experience, commitment and qualification. The identification and attracting of individuals on should be on a timely basis, sufficient in numbers and with appropriate. Start recruiting as early as possible to attract enough high qualified candidates who can fill the principal positions as they arise.

Based on the findings from SPTA, a set of selection and recruitment criteria should be existed. School principals should have prior school leadership background. The process of filling a vacancy, and includes the examination, consideration of pertinent candidates, and their applications should be appropriate and responsibly handled and encouraged to focus on sources

of selection. Finally, evaluate the prospective candidates against the assessment tools and the selection criteria to reach the final decision and ensure that the prospective candidates can achieve the mission and the plans of the schools.

6. REFERENCES

- Abraham ,Yohannes 2014. *Practices and Problem of secondary school leadership in West Wollega Administrative zones*
- Abrahaet,G.1991. Assessing the factors related to Instructional processes of Teachers’ teaching-learning practices of secondary school. A.A, Ethiopia printing press.
- Agrawal , D. 2011. *Development of Human Resource Management and Planning*.7th Edition. New York: McGraw-Hill.
- AntenehWasyhun. 2019, *Challenges OfShared Leadership Practice In Public Preparatory Secondary Schools OfHawassa City Administration*.
- AsratDagneKelkay. 2018. *Practice and Challenges of Recruitment and Selection of Teachers in Private Primary School of Bahir Dar City, Ethiopia*.American Journal of Educational Science Vol. 4, No. 4pp. 159-167.
- Aswathappa,T.2008. *Recruitment and Selection process in Organizations or School Leadership*. New Delhi: Galgocia publications, Pvt.Ltd.
- Anderson, L.W and Krathwohl, D.R. (eds). 2001. *A taxonomy for learning and assessing: A Revision of Bloom’s Taxonomy of Educational objectives*. NewYork:Longman.
- Armstrong. M., 1991.*A handbook of personnel Management practice (4th edition)*.London, kogan page limited.*Blasé, J. 2000. 38(2), 130-141.*
- Branch, S.2012.*Estimating the Effect of Leaders on public sector Productivity.The case of school principals.”*
- Central Statistical Agency. 2007. Summary and Statistical Report of the 2007 Population and Housing Census, Addis Ababa, Ethiopia: Central Statistical Agency (CSA) of the Federal Democratic Republic of Ethiopia.*
- Indeed Editorial Team (2021).*Understanding Leadership concepts in work place*
- Sihame Benmira and Moyosolu Agboola (2020). *Evolution of leadership theory*. BMJ The learning zone.

Cascio, W. F. 2003. *Managing Human Resource Productivity, Quality of work life, profits.* McGraw-Hill/Irwin, New York.

Demie, A., Engidasew, Z., Basha, G., & Hundessa, F. D. 2021. School Leadership Development Process and Its Implementations in Public Secondary Schools of Bale Zone, Oromia Regional State, Ethiopia. *Creative Education*, 12, 2301-2321. <https://doi.org/10.4236/ce.2021.1210174>

Dessler Gary. 2003. *Human Resource Management (5th edition) saurabh printers pvt.ltd. India.*

Flippo, E.B. 1994. *Personal Management. 6th Edition. New York: McGraw-Hill.*

George W. Bush Institute. 2019., *Principal Recruitment And Selection Guidebook The School Leadership District Cohort.*

The report of Lare Woreda Education office. (2013). *The recruitment and selection process among high School & Preparatory Teachers and Principals.*

Graham, T. 1980. *Human Management. 3rd Edition. London. Macdonald and Evans Ltd.*

Hallinger, P. and Heck, R. 1999. Can leadership enhance school effectiveness of Educational management: *Redefining theory, policy and practice (Pp. 178-189) London, England: Chairman.*

Heneman, H. 2000. *Personnel /Human Resources Management. Fourth Edition New Delhi: Universal Book stall.*

Hornig, E., and Loeb, S. 2010. New thinking about Instructional Leadership *phi Delta kappan*, 92(3), 66-69.

Ivancivick, M. and Glueck F. 1989. *Foundations of Personnel: Human Resource Management.* Boston: Irwin.

Jackson, J. 2008. *Transforming school from within Jamaica Gleaner Online. Retrieved from, http://www.jamaica-gleaner.com, 2/12/2015.*

Liethwood, K. 2006. *Teacher working conditions that matter; evidence for change.* Toronto, Elementary Teachers' Federation of Ontario

- Loeb,H. 201. Possibilities and potential for improving instructional leadership: *Examining the views of national board teachers. Theory in to practice, 49(3), 223-232*
- Leech, J.P. 2005. *Exploring teacher perceptions of the leadership practices of middle and high school principals.*<http://www.usca.edu/essay>, accessed on 10/12/2015.
- Megginson,C.1981. *Personal Management: A Human Resources Approach. 4th Edition. Alabama: Irwin, Inc.*
- Miller,L.2005. Teachers as leaders.*Educational Forum, 69 (2), 151-162* views of national board teachers. *Theory in to practice, 49(3), 223-232*
- Ministry of Eduaction (MOE). 1994.Education and Training Policy: *Federal Democratic Republic Government of Ethiopia. (1st Edition), Addis Ababa, St. George Printing Press*
- MoFED.2010. *Gross and Transformation Plan 201011 -2014/15, Addis Ababa, Ethiopia:*
- Mondy, H.1999.Human Resource Management.4thEdition. Boston.
- Murphy, J. 1990. Methodological, measurement and conceptual problems in the study of instructional leadership.*Educational Evaluation and Policy Analysis, 10 (2), 17-139*
- Ofcansky, B. a.1991. Ethiopia: A country study.*Washington DC, USA: Federal Research Division, Library of Congress*
- Premavathy, A. 2010. The relationship of Instructional Leadership, *Teachers' organizational Commitment And Students' Achievements In Small Schools (Doctoral dissertation, University sains Malaysia).*
- Renuka, B.D, and ijaya B. 2014. Introduction to recruitment.Idhaya college for women. Kumbakonam, India.

- Roul, S.K. 2012. Practice and problems of principals' *leadership style and Teachers job performance in Secondary schools of Ethiopia.*
- Sekhu, M.S. 2011. Practices of primary school principals as instructional leaders: Implication for learner achievement.
- Sergiovanni, T.J. 2005. Strengthening the heartbeat: *Leading and Learning together in school. San Francisco: Jossey-Bass.*
- Stephen, G. 2008. Human Resource Development, *England. Heriot Watt Univesity.*
- Sharma, M.J. 2012. A comparative Analysis on Leadership quality of school principals in China, Malaysia and India. *International Online journal of Educational Sciences, 4(3), 536-543.*
- Siminet D. S. 2013. Factors Affecting Strategic Instructional Leadership practices of school principals: Teachers' perception, London printing press.
- Singh, N. 2004. Human Resource Management. *New Delhi: Galgocia publications, Pvt.Ltd.*
- Seyoum Ararso. 2014., Leadership Effectiveness Of School Leaders In Implementing School Improvement Program In Ilubabor Zone Government Secondary Schools
- Stedwick, K. 2003. An introduction to human resource management. *London: Bath press ltd.*
- Tadesse Hailu Afework. 2013. School Leadership: Integrated School Leadership Practices in Secondary Schools of Harari Regional State *International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064.*
- Tegegne Alemayehu and Berhanu Deressa. 2019. "Assessment of Recruitment and Selection Practices in Ambo Town", *International Journal of Research in Business Studies and Management, 6(5), pp.42-*
- Yamane Taro. 1967. *Introductory of Research methods University of California Press, America*

Taylor and Francis. 1999. *The International Journal of Human Resource Management*, Vol.10, No.3.

TirusewTefera.2011. Present Status and Challenges of Education for all in Ethiopia. *A.A.U, A.A, Ethiopia*.<http://www.bildungswissenschaft.univie.ac.at>, April 15, 2015.

UNESCO.2011. Education for All Global Monitoring Report, the hidden crisis: *Armed Conflict and Education Overview*.

Waters, K.K. 2013. *The relationship between principals' leadership style and job satisfaction as perceived by primary school teachers across NSW independent schools*. University of Wollongong.

Bank. 2008. *Project Appraisal Document. In support of the First phase of the General Education Quality Improvement Program (GEQIP)*.

Anthony H. Normore, *Leadership Success in Schools: Planning, Recruitment, and Socialization*

ANNEX: Questions prepared for the respondents in the study area



POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Leadership and Management

APPENDIX A

Questionnaire to be field by Educational Experts,

Dear Respondents

The main purpose of this questionnaire is to collect the data on the School Leadership Recruitment and Selection Process in Lare District Gambella Region. The researcher hopes you can be comfortable to fill all questions freely because the researcher likes to inform you that your response can never be used for any other purpose rather than supporting the researcher to have useful data for the study.

Thank you for your cooperation.

Section.1. Background information of the respondents

Put a tick Mark (✓) in the box provided which you are included and write the short explanation if needed.

Name of the Office -----

Sex Male Female

Age -25 26-30 -5 =5 -40 and above

Year of service -5 10 15 -16 and above

Educational qualification :-

Certificate Diploma 1st Degree Other specify

INSTRUCTIONS

Please note the following points before you start to fill the questionnaire.

Please don't write or give any symbolic representation to indicate who you are.

Read all the instructions carefully before you tick mark under each choice of the questions or statement.

Please don't consult others to interfere or change your judgment regarding your respond, but you can ask others for clarifications or statements.

Put (✓) marks in front of the questions corresponding to your level of agreement

Please don't leave any question unfilled as much as possible

Thank you very much

Questionnaire to be field by educational experts

Section 2.School leadership recruitment and selction

Please use one of the following likert scales to indicate your level of agreement for all items given in all tables.

Strongly Agree =5, Agree =4, Somewhat Agree= 3, disagree =2, strongly Disagree= 1

DIRECTIONS: please rate each survey item relative to it as presence in your school for each item please circles the appropriate response.

To what extentschool leadership recruitmen tand selection problems affect Lareworeda education office.

N/S	Start here in your office	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>disAgree</i>	<i>strongly Disagree</i>
		5	4	3	2	1
1						
2	The implementations of selection process of secondary school principals in the study area is successful.					
3	There are factors affecting hindering school leadership recruitment process in lare district education office.					
4	There are problems that face the school leadership selection process in education bureau of lare district					
5	The school problem are taken by school leadership recruitment process to fill the gap.					

6	Most of your education expert think that there is problem of school leadership selection outcome at your schools.					
---	---	--	--	--	--	--

Questionnaire to be field by Educational Experts

Section 4: Open ended questions

This is to add what is not included in the questionnaires used before and to give opportunity for you to say what you want to regarding your School Leadership Recruitment and Selection Process.

1. The status of school leadership recruitment and selection?

-----.

2. The implementations of recruitment and selection process of secondary school principals?

-----.

3.The factors affecting school leadership recruitment and selection process in district education office?

4 .The problems that face the school leadership recruitment and selection process in education bureau?-----

Questionnaire to be field by Education Experts

Department of Educational Leadership and Management

Questionnaire prepared for Focus Group Discussion (FGD) Focus Group Discussion is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures.

The response obtained from this FGD is only used for a research purpose. Therefore you are kindly requested to give your full ideas as much as possible

Thank you very much for your valuable response.

Questions to be participated by, Supervisors, Parents teachers Association, and woreda education experts

1. The status of school leadership recruitment and selection.
2. The implementations of recruitment and selection process of secondary school principals.
3. The factors affecting school leadership recruitment and selection process.
4. The problems that face the school leadership recruitment and selection process in education bureau.

Thank you for your time!!



HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Leadership and Management

APPENDIX B

Questions to be field by Supervisors

Dear Respondents

The main purpose of this questionnaire is to collect the data on the School Leadership Recruitment and Selection Process in Lare District Gambella Region. The researcher hopes you can be comfortable to fill all questions freely because the researcher likes to inform you that your response can never be used for any other purpose rather than supporting the researcher to have useful data for the study.

Thank you for your cooperation.

Section.1. Background information of the respondents

Put a tick Mark (✓) in the box provided which you are included and write the short explanation if needed.

Name of the school -----

Sex Male Female

Age -25 26-30 -5 =5 -40 and above

Year of service 5 10 1-15 16 and above

Educational qualification :-

Certificate Diploma 1st Degree Other specify

INSTRUCTIONS

Please note the following points before you start to fill the questionnaire.

Please don't write or give any symbolic representation to indicate who you are.

Read all the instructions carefully before you tick mark under each choice of the questions or statement.

Please don't consult others to interfere or change your judgment regarding your respond, but you can ask others for clarifications or statements.

Put (✓) marks in front of the questions corresponding to your level of agreement

Please don't leave any question unfilled as much as possible

Thank you very much

Questionnaire to be field by Supervisors

Section 2.School leadership recruitment and selction

Please use one of the following likert scales to indicate your level of agreement for all items given in all tables. *Strongly Agree =5, Agree =4, Somewhat Agree= 3, disagree =2, strongly Disagree*DIRECTIONS: please rate each survey item relative to it as presence in your school for each item please circles the appropriate response.

To what extentschool leadership recruitment and selection problems affected Kuergeng Secondary school, Kuerliey Secondary school, Kuthony Secondary school and Pagak Secondary school Principals.

N/S	Start here in your office	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>disagree</i>	<i>strongly Disagree</i>
		5	4	3	2	1
1	Your school principal have background of the school leadership.					
2	School leadership selection is rarely existed in the study area.					
3	The process of identifying and attracting individuals on a timely basis in sufficient numbers and with appopriate qualifications.					
4	The process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications is appropriate.					
5	The disadvantage of the external sources of recruitment is very time consuming and hectic proceses .					

Questionnaire to be field by Supervisors

Section 4: Open ended questions

This is to add what is not included in the questionnaires used before and to give opportunity for you to say what you want to regarding your School Leadership Recruitment and Selection Process.

1. The status of school leadership recruitment and selection?

-----.

2. The implementations of recruitment and selection process of secondary school principals?

-----.

3.The factors affecting school leadership recruitment and selection process in district education office?

4 .The problems that face the school leadership recruitment and selection process in education bureau?-----

Questionnaire to be field by Supervisors

Department of Educational Leadership and Management

Questionnaire prepared for Focus Group Discussion (FGD) Focus Group Discussion is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures.

The response obtained from this FGD is only used for a research purpose. Therefore you are kindly requested to give your full ideas as much as possible

Thank you very much for your valuable response.

Department Educational Leadership and Managements

Questionnaire to be participated by, Supervisors,

1. The status of school leadership recruitment and selection.
2. The implementations of recruitment and selection process of secondary school principals.
3. The factors affecting school leadership recruitment and selection process.
4. The problems that face the school leadership recruitment and selection process in education bureau.

Thank you for your time!

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Leadership and Management

APPENDIX C

Questionnaire to be field by Principal

Dear Respondents

The main purpose of this questionnaire is to collect the data on the School Leadership Recruitment and Selection Process in Lare District Gambella Region. The researcher hopes you can be comfortable to fill all questions freely because the researcher likes to inform you that your response can never be used for any other purpose rather than supporting the researcher to have useful data for the study.

Thank you for your cooperation.

Section.1. Background information of the respondents

Put a tick Mark (✓) in the box provided which you are included and write the short explanation if needed.

Name of the school -----

Sex Male Female

Age 0-25 26-30 31-35 =5 36-40 and above

Year of service 0-5 6-10 11-15 16 and above

Educational qualification :-

Certificate Diploma 1st Degree Other specify

INSTRUCTIONS

Please note the following points before you start to fill the questionnaire.

Please don't write or give any symbolic representation to indicate who you are.

Read all the instructions carefully before you tick mark under each choice of the questions or statement.

Please don't consult others to interfere or change your judgment regarding your respond, but you can ask others for clarifications or statements.

Put (✓) marks in front of the questions corresponding to your level of agreement

Please don't leave any question unfilled as much as possible

Thank you very much

Questionnaire to be field by educational experts

Section 2.School leadership recruitmentand selection

Please use one of the following likert scales to indicate your level of agreement for all items given in all tables.

Strongly Agree =5, Agree =4, Somewhat Agree= 3, disagree =2, strongly Disagree

DIRECTIONS: please rate each survey item relative to it as presence in your school for each item please circles the appropriate response.

To what extentschool leadership recruitment and selection problems affected Kuergeng Secondary school, Kuerliey Secondary school, Kuthony Secondary school and Pagak Secondary school Principals.

N/S	Start here in your office	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>disAgree</i>	<i>strongly Disagree</i>
		5	4	3	2	1
1	The status of school leadership selection in your district is conducive.					
2	The implementations of recruitment process of secondary school principals in the study area is successful.					
3	There are factors affecting school leadership selection process in lare district education office.					
4	There are problems that the school leadership recruitment process face in education bureau of lare district.					
5	The school problem are taken by					

	school leadership recruitment process to fill the gap.					
--	---	--	--	--	--	--

Questionnaire to be field by principals

Section 4: Open ended questions

This is to add what is not included in the questionnaires used before and to give opportunity for you to say what you want to regarding your School Leadership Recruitment and Selection Process.

1. The status of school leadership recruitment and selection?

-----.

2. The implementations of recruitment and selection process of secondary school principals?

-----.

3.The factors affecting school leadership recruitment and selection process in district education office?

4 .The problems that face the school leadership recruitment and selection process in education bureau?-----

Questionnaire to be field by principal

Department of Educational Leadership and Management

Questionnaire prepared for Focus Group Discussion (FGD) Focus Group Discussion is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures.

The response obtained from this FGD is only used for a research purpose. Therefore you are kindly requested to give your full ideas as much as possible

Thank you very much for your valuable response.

Questionnaire to be participated by, principal

1. The status of school leadership recruitment and selection.
2. The implementations of recruitment and selection process of secondary school principals.
3. The factors affecting school leadership recruitment and selection process.
4. The problems that face the school leadership recruitment and selection process in education bureau.

Thank you for your time!!

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Leadership and Management

APPENDIX D

Questionnaire to be field by Parent Teachers Association

Dear Respondents

The main purpose of this questionnaire is to collect the data on the School Leadership Recruitment and Selection Process in Lare District Gambella Region. The researcher hopes you can be comfortable to fill all questions freely because the researcher likes to inform you that your response can never be used for any other purpose rather than supporting the researcher to have useful data for the study.

Thank you for your cooperation.

Section.1. Background information of the respondents

Put a tick Mark (✓) in the box provided which you are included and write the short explanation if needed.

Name of the school -----

Sex Male Female

Age 0-25 26-30 31-35 =5 36-40 41 and above

Year of service 0-5 6-10 11-15 16 and above

Educational qualification :-

Certificate Diploma 1st Degree Other specify

INSTRUCTIONS

Please note the following points before you start to fill the questionnaire.

Please don't write or give any symbolic representation to indicate who you are.

Read all the instructions carefully before you tick mark under each choice of the questions or statement.

Please don't consult others to interfere or change your judgment regarding your respond, but you can ask others for clarifications or statements.

Put (✓) marks in front of the questions corresponding to your level of agreement

Please don't leave any question unfilled as much as possible

Thank you very much

Questionnaire to be field by Parents Teacher Association

Section 2.School leadership recruitment and selection

Please use one of the following likert scales to indicate your level of agreement for all items given in all tables.

Strongly Agree =5, Agree =4, Somewhat Agree= 3, disagree =2, strongly Disagree

DIRECTIONS: please rate each survey item relative to it as presence in your school for each item please circles the appropriate response.

To what extentschool leadership recruitment and selection problems affected in schools community Kuergeng Secondary school, Kuerliey Secondary school, Kuthony Secondary school and Pagak Secondary school Principals.

N/S	Start here in your office	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>disAgree</i>	<i>strongly Disagree</i>
		5	4	3	2	1
1	Your school principal have background of the school leadership.					
2	The process of identifying and attracting individuals on a timely basis in sufficient numbers and with appopriate qualifications.					
3	The process of identifying and attracting individuals on a timely basis in sufficient numbers and with appopriate qualifications.					
4	The process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their					

	applications is appropriate.					
5	The process of filling a vacancy, and includes the examination of the vacancy, the consideration of sources of pertinent candidates, their applications is appropriate.					

Questionnaire to be field by Parents Teachers Association

Section 4: Open ended questions

This is to add what is not included in the questionnaires used before and to give opportunity for you to say what you want to regarding your School Leadership Recruitment and Selection Process.

1. The status of school leadership recruitment and selection?

-----.

2. The implementations of recruitment and selection process of secondary school principals?

-----.

3.The factors affecting school leadership recruitment and selection process in district education office?

4 .The problems that face the school leadership recruitment and selection process in education bureau?-----

Questionnaire to be field by Parents Teacher Association

Department of Educational Leadership and Management

Questionnaire prepared for Focus Group Discussion (FGD) Focus Group Discussion is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures.

The response obtained from this FGD is only used for a research purpose. Therefore you are kindly requested to give your full ideas as much as possible

Thank you very much for your valuable response.

Questionnaire to be participated by, Supervisors, Parents teachers Association, and woreda education experts

1. The status of school leadership recruitment and selection.
2. The implementations of recruitment and selection process of secondary school principals.
3. The factors affecting school leadership recruitment and selection process.
4. The problems that face the school leadership recruitment and selection process in education bureau.

Thank you for your time!!