

DILLA UNIVERSITY



**INSTITUTE OF EDUCATION AND BEHAVIORAL
SCIENCE, DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT**

**Principals Leadership Effectiveness in Governmental
Secondary Schools Amaro Zone SNNPR.**

By

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JUNAURY, 2021

DILLA ETHIOPIA

**Principals Leadership Effectiveness in Governmental
Secondary Schools of Amaro Zone SNNPR.**

A THESIS SUBMITTED TO DILLA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR DEGREE OF
MASTERS OF ART IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT

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JUNAURY, 2021

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DECLARTATION

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ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to my advisor Dr. Berehanu Moyata for his guidance useful suggestions and constructive comments from the beginning to the completion of this thesis.

My appreciation also goes to teachers, directors, supervisors and PTA who have express collaboration while conducting the study.

I would like to thank my wife Asnakech Befkadu, my children Nardos, and Natnael for their patience while working and writing the thesis and my appreciation also goes to my beloved, mother and my friends who supported me during the study.

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ABBREVIATIONS

ACT: Australian Capital Territory

EDAD: Educational Administration

EIC: Education Improvement Commission

ESDP: Education Sector Development program

ETP: Education and Training policy

GEQIP: General Education Quality Improvement Program

ICT: Information Communication Technology

MoE: Ministry of Education

PTA: Parent Teacher Association

REB: Regional Education Bureau

TDP: Teachers Development Program

WEO: Woreda Education Office.

ZEO: Zone Education Office

OECD: Organization for Economic Co-Operation and Development

ROPMS: Result oriented performance management system.

ABSTRACT

The objective of this study was to assess the principal leadership effectiveness in governmental secondary schools of Amaro zone. In this study descriptive survey design was used with both quantitative and qualitative methods. The researcher included all governmental secondary schools in the study and selected his samples from all schools. The instruments of data collection were questionnaires, semi structured interview and document analysis. The data were analyzed by using frequency, percentages, and mean. The data gathered through open –ended questions, interviews and document analysis were analyzed qualitatively through narration for the purpose of triangulation. As the finding of the study revealed the principal leadership effectiveness in secondary school leaders of Amaro Zone did generally at moderate effective level whereas: ‘practicing action research and professional qualification of principals were low effective. Accordingly, it is concluded that almost all of the school principals were not effectively leading core activities of their schools by forming communal cooperation among the staff within the school, on one hand, and collaboration between the staff of the schools and the community outside the schools, on the other hand. Finally, it is recommended that responsible parties including secondary schools and others are advised to fill the knowledge and skill gaps of the principals by designing and providing long and short term professional training and development programs on: strategic instructional leadership, effective cooperative and collaborative school leadership styles as well as internalization of the selection criteria.

CHAPTRE ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, organization of the study and definition of key terms.

1.1 Background of the Study

School principals are key actors in education playing crucial roles to implement educational sector development. Therefore, the way principals respond to education reforms becomes a basic concern in policy formulation, public debate and research in both local and global community (Cheng, 2003 cited in Abebe,et al, 2011). The author father elaborates that the practices of principals need changes in order to meet the challenges of globalization, localization and individualization. This may help to analyze the paradigm shift in principal ship and draw implications for educational leadership development.

Leithwood, (2004 cited in, Abebe 2017) among the many roles of school principals, instructional leadership has been widely studied since the 1980s, and research has shown that the principal's instructional leadership role is an important element of effective management in successful schools. It can, therefore, be argued that leadership effectiveness is one among all the other school related factors that contribute to student learning. Different roles of school principals as instructional leaders are focusing on instruction, building a community of learners, sharing decision making process, supporting ongoing professional development for all staff members and creating and maintaining a climate of collaboration, and continuous improvement.

Philip, also (2001cited in Abebe, 2017) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. He also asserted that instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plan, and evaluating teachers.

Additionally, the country has adopted Millennium Development Goals (MDGs). These goals made educational targets as the central fuels and deriving forces for the development endeavours in the country. This in turn demands ensuring quality education in a planned and systematic manner. Hence, different intervention strategies has been planned and implemented in Ethiopia. Some of these are General Education Quality Improvement Program (GEQIP), School Improvement Programs (SIP), and English Language Improvement Programs (ELIP) .Each of these has its own sub programs. For instance, one of the components of General Education Quality Improvement Program (GEQIP) is Management and Administration Program (MAP) that supports the government's initiatives in strengthening the planning, management, and monitoring capacity of MOE and WEOs and in turn makes these organs ensure effectiveness of leadership at school level.

In the case of Ethiopia, an attempt has been made to make the educational management system decentralized and professional. As stated in the Education and Training Policy, it encompasses overall and specific objectives, implementation strategies, including formal and informal from kindergarten to higher and special education. Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance of quality (TGE, 1994). A lot remains to be done particularly in the area of training and professionalizing principal ship because principals have failed to play their key leadership role.MOE (2005) emphasized that though much has been done during ESDP I, II, III and VI, still more efforts need to be exerted to strengthen managerial leadership, to meet the desired cognitive and attitudinal levels of the students. Again among the various overall strategies of ESDP III to improve quality education one is, the need for establishment of efficient school leadership and management. However, in implementing educational strategies and in bringing changes in the educational systems, principals face many problems due to their position. The position of principal is exposed to many types of conflicts; they are under pressure from their super ordinates to meet the goals of the organization on one hand and on the other hand from the teachers those expect them to meet their personal needs. In other words, of the forces affecting in the school system, probably none is more important than the school leaders who have the responsibility for recommending change in educational activities and facilitating learning. According to Lewis, Goodman and Find (1998) the more complex society gets, the more difficult leadership becomes. The school administrators are expected to cope with a rapidly changing world of work to be effective at their schools.

Bekuretsion, (2014) after generating educational reform, the principal's instructional leadership needs to be analysed against national and state licensing standards. His study pointed out that the current situation in south nation national Ethiopia (SNNPR). Secondary schools are mission centres where macro level goals are realized and teachers are the ones who are supposed to implement these aspirations. However, the study showed that secondary school principals had not set good role models in demonstrating better support and techniques to teachers. Furthermore, instructional leaders do not have adequate supply of instructional resources. This shows that, the secondary school principals lack knowledge about learning theory and effective instruction. Instructional leaders are characterized by their focus on student achievement, leadership, vision, instructional expertise, systems and resource management. But, the roles were not tested against potential barriers that can hinder the effectiveness of the principals. To achieve the level of academic profile that the school is aiming for, there is a need for instructional leaders to articulate the school's vision, how to attain it and then lead by example. Leaders were found to be leading by example on issues like time management, and they generally encouraged good practices at the school. From the findings, it also emerged that the principal together with the rest of the staff need to formulate the vision and mission of the school, if it is to be owned by all. The school management team was very supportive and encouraged teachers to participate in continuous development programs. Although there were varying opinions on whether or not they are effective, it was the conclusion of this study that continuous professional development was taking place and teachers were responding positively to such opportunities. Accordingly, all staff members were encouraged to take responsibility for their own continuous development. It is notable that staff at the sample secondary schools was equipped with the necessary skills and knowledge not only to perform their current roles, but also to prepare themselves for future opportunities and changes required in order to support the continued success of the schools.

Another critical issue was the shortage of teaching and learning materials and physical facilities. It emerged that teachers were faced with fundamental problems such as shortage of textbooks, large class sizes and lack of other necessities such as chemicals in the laboratories. Also training was a source of confidence in implementing effective instructional practices. It can be concluded that training was helpful to correct the failures of past teaching styles and management approaches in the secondary schools in the study area: to introduce the instructional leaders to newly developed techniques of managing the schools, to identify problem areas and develop new strategies and

action plans that will improve teaching styles. The responses also revealed that there were challenges that may hinder the effective implementation of instructional leadership, such as indiscipline, inadequate teaching/learning materials, and increased workload for teachers and poor time management.

1.2. Statement of the Problem

Most organizational theorists agree that effective leadership is one of the most important contributors to overall organizational performance success. However, the common problem in most public service organizations is to identify what leadership is and what leaders do to ensure team and organizational success is less well understood Kouzes and Barry, (2002 cited in Tesfaye,2014). The effectiveness of organizational performance of public sector, which can be highly affected by effective leadership, in Ethiopia, has been a major concern to the government to achieve the goal of growth and transformation in all aspects as lack of effectiveness in the areas of leadership is a common problem in most public service organizations' of Ethiopia (Getachew & Richard 2006). In Ethiopia the government has embarked on a series of reform programs in improving public service performance since 1994. With the new change of strategy and radical move, by the Government to implement a high level of decentralization strategies has required effective leadership. But challenges that are prevalent in terms of its effectiveness have been exacerbated in many organizations (Mengistu, & Vogel 2006).

In Ethiopian context, the government has shown commitment to improve public service leadership by launching different initiatives under the scope of civil service reform program (CSRFP). The top management sub component of the program is specifically focusing on to overcome the problems associated with the effectiveness of public service leadership (Ministry of Capacity Building 2004). However, the review of the Ethiopian Civil Service organizations performance undertaken in 2000, and 2006 highlighted a number of implementation deficiencies in terms of effectiveness, efficiency of the projects designed under this program. In response, Government tried to add a new initiatives like BPR, result oriented performance management system (ROPMS) which latter changed to BSC Reform Programs with the aim of developing, efficient and effective civil service through institutional reforms.

The role of school principal has become more complex, overloaded and unclear in the past decade. School principal as instructional leader expected to play many roles. However, many writers

argued that the role of school principal is multi-dimensional and complex. For instance, Phillips (2001) in his study noted that school principal wears many hats being a manager, administrator, instructional leader and curriculum leader at different points in a day. While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. Supporting to this, MOE (2008) also explained that the appointment of secondary school leaders in Ethiopia is very much based on experience and only half of them have got a professional development course which shows that the sector is lacking qualified leaders. Though the importance of leadership role to be played by school principal is unquestionable due to the above factors, it remains a handicapped. For instance, the review of Ethiopian Education and Training Policy and its Implementation (2008) stated that school principals in Ethiopian secondary education are below the standard average whereas:

The ability to perform technical management; building school culture and attractiveness of school compound; ability to create participatory decision making and school management for teachers and students; ability to create orderly school environment by clarifying duties and responsibilities; selection and recruitment skills and ability to communicate with different stakeholders. The government of Ethiopia has introduced different policies in education. One of the landmarks to this effect is developing and practicing the 1994 Education and Training Policy. Moreover, the policy has changed the task and role of the principal as an educational leader and gave the task of a principal in a school a central position in the process of evolving effective school leaders (MoE, 2008).

Here, effectiveness of school leadership has direct connection with increased learners' performance, improved quality of teaching learning processes and sustained healthy school environment (MoE, 2012). In line to the above, Hallinger and Heck (1998) suggest that school principals are the pillars of the development of educational system especially at the second stage of educational pyramid. Today, as indicated above, the duty of the school principal is becoming more sophisticated and complex than in previous decades. This complexity has been generated by the ever increasing number of students, teachers, and related resources as well as due to ever changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors. This is also requiring effective and visionary leadership of the school principals. This again relies on the ability of the school principals in planning, organizing, coordinating, directing and controlling the activities of the

school system and achieving the goals and objectives of the organization. Additionally, principals are expected to create successful, confident, creative and active teachers and students in their school (MoE, 2012). These all require an effective leadership that is supported by networks and collaborations made with a wide range of people towards best possible learning outcomes and wellbeing of all students. Besides, school principals are also required to inspire students, internal staff and members of the community to continuously enhance the learning processes in their school (MoE, 2012). It is believed that the principals' leadership role affects the teaching learning process, responsibility and accountability for student development, undertaking professional development, and managing change.

As research can be clearly seen in Sanyder, Hallinger and Murphy (1987) that instructional leadership practice makes a difference, there is a wide gap between the ideal and the actual behavior of instructional leaders owing to barriers to principals actually in exercising instructional leadership. Such mentioned problems which faces practically in our education system.

However, from the experience of the researcher, results still have not been registered positively. The principals are busy in administrative works and too much loaded. This situation is also true in the government high schools in Amaro woreda SNNR where the student researcher is working as a school principal. A number of instances can be mentioned that manifest the gap of instructional leadership effectiveness observed among the school leaders. The major one is the unsatisfactory results of the students and their communication problems have seen in the process of the teaching learning process. The student researcher never argues that lack of effective leadership is the only contributor to low student result and misbehavior. In fact, there can be a number of factors that are attributed to this though, mostly all are tied or depend on school leadership skills.

Therefore, none of the researchers mentioned above conducted a study on the principals' leadership effectiveness in secondary schools of Amaro zone. Moreover, there is an apparent such study has been conducted in the secondary schools of different area of Ethiopia. Accordingly, the main intention of this study is to investigate the manner in which principals of secondary school in in selected secondary schools in Amaro Zone their leadership responsibilities in a participatory manner starting from vision setting up to the realization of the vision and achieving of the goals.

In the fact stated above, the present study therefore, attempted to assess and investigate the extent to which principals' are effective in their leadership in selected secondary schools in Amaro Zone

based on the following research questions. This study will further attempt to answer the following basic research questions;

1. What is the level of principals' leadership effectiveness in setting vision and goal of the schools?
2. To what extent principals are effective in forming relationship among the internal staff of the school and its surrounding community?
3. How far effective or successful are the principals in undertaking professional developments?
4. What are the major factors influencing principals' leadership effectiveness in the schools of Amaro Zone?

1.3. Objectives of the Study

The study has both general and specific objectives.

1.3.1. General Objective

The main purpose of the study is to investigate principals' effectiveness in school leadership in secondary schools of Amaro Zone SNNR and to suggest possible recommendations that might solve the problems of principals' leadership effectiveness.

1.3.2. Specific Objectives

1. Assess the extent of principals' leadership effectiveness in governmental secondary schools of Amaro Zone
2. To assess the capability of principals leadership effectiveness in setting the school goals, mission, and objectives
3. To examine the extent to which principals are creating positive and productive relationship with all the school community.
4. To assess the principals' leadership effectiveness success in undertaking professional development.
5. To identify the problems encountered and the solutions sought on principals' leadership effectiveness.

1.4 Significance of the Study

In light of the aforementioned objectives the research would have the following significance for the respective concerned bodies. It provides good insights for principals and other school

leaders to examine their leadership effectiveness. As a result of this study, good experience could be gained from these selected schools and good ideas can be adapted to improve effectiveness of school leadership. It probably brings the situation to the attention of the educational experts in the office, supervisors and district education offices to undertake necessary adjustments where necessary. The findings and the recommendations of the study may serve as organized data for future studies to improve principals' leadership effectiveness. The research findings may help educational experts and practitioners' in adjusting the directions to tackle major problems on principals' leadership effectiveness and take relevant or appropriate measures that may minimize the hindrances of principals' leadership effectiveness, and enhance quality school leadership. It may show the major contribution of instructional effectiveness leadership for quality education and the professional development of secondary school teachers. It may serve as a starting point for other researchers who are interested to conduct research in this area.

1.5 Delimitation of the Study

The area of the study is Amaro Zone. Amaro Zone is located in south nation nationalities and peoples regional state (SNNPR). Amaro Zone has eight secondary schools. Due to time and resource limitation and to make the study manageable its scope would delimit geographically and conceptually. Geographically, the study was delimited to eight government secondary schools namely Kelle, Dhonso, Kereda, Darba, Etate, Madayine, Jijola And DanoBult high school. Conceptually, the study is delimited to the principal's leadership effectiveness in governmental secondary schools specifically in the areas of school leadership and school management, teaching and learning process, school learning environment, parents and community participation and to measure the current performance of the principal's leadership effectiveness in secondary schools in terms of inputs, processes and outcomes.

1.6 Limitations of the study

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals, teachers and supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was shortage of books or lack of updated related literature in the area. In spite of these shortcomings, the researcher uses

the technique give them time for two and three days however, it was attempted to make the study as complete as possible

1.7 Definitions of Terms

Effectiveness: the measure of the extent to which principals are successful in discharging leadership roles they are supposed to play.

Instruction: is the process or act of teaching only. (Collins Dictionary).

Leadership: the ability to influence the actions of others and to guide an organization to a desired state of being or functioning.

Instructional leadership: defines those actions that principal takes, or delegates to others, to promote growth in students learning. In practice, this means that the principals encourages educational achievement by making instructional quality the top priority of the school and brings that vision to realization.

Instructional leadership Effectiveness is the ability and frequency of principal's engagement in the role behaviour (or practices) used to represent the five instructional leadership dimensions

Principals: Principals & vice Principals who plans, directs, organizes and controls the work and schools the achievement of educational objectives.

Supervisor: refers to school personnel involved in conducting instructional supervision in the school administration and other assessments of the school.

Secondary School: a school which offers four years of general education for grade 9 to 12 (MOE 1994).

School Principal: the leader of the school "Accountable for the academic progress for all students entrusted to their care"

School leadership: a process of influence based on clear values and beliefs and leading to a 'vision' for the school.

1.8 Organization of the Study

The study would be organized in five chapters. The first chapter deal with the introduction part of the study that consists of background, statement of the problem, objectives, significance and delimitation of the study & operational definitions. The second one deal with chapter two reviewed about the historical context of Principal Leadership effectiveness, school principal roles as instructional leaders in general in global context and in Ethiopia particular. In addition to this, recruitment and training of secondary school principals are also presented as a part of this section.

Additionally, discuss the challenges and weaknesses of instructional leadership effectiveness in schools in current provision. The third chapter deal with about the research design, research method, and sources of data, population, and sampling, data gathering instruments and procedures, pilot study as well as method of data analysis. Chapter four waas deals Presentation and Analysis of data. Finally, chapter five contains the summary, conclusion and useful recommendation based on the findings for the research questions. At the end, a list of reading materials is attached as appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concept of Principals' Leadership Effectiveness

Introduction

What is Leadership?

There are many and diverse definitions of leadership given by different scholars at different times. For instance: as Bennis (1999) leadership is defined as the ability to have a vision that is well communicated, build trust among colleagues, and take effective action to realize one's own leadership potential. Kotter (1996) pointed that leadership is a set of processes that establishes the effectiveness of organizations and modifies them according to changing situations to make their performance effective. According to him leadership provides organizations' future vision, aligns people with this organizational vision, and inspires the members to achieve it. The concept of leadership is reviewed by many others. For example: Maxwell (1998) who concluded that leadership is the ability to influence others. According to Chandra (2010) leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives the researcher uses this definition for the purpose of this study.

Bolden, (2003) work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate. Similarly leadership is an important aspect of an organization. This is due to the fact that the degree of accomplishment of organizational goals by and large lies on the degree of effectiveness of its leadership. Effective leader results in higher performance where as ineffective leadership results in cripple organization. This is the reason that when the leaders are effective, the subordinates are motivated and do up to their best to achieve their organizational objectives. He argues that educational leadership has a substantial effect on educational organization. It is the heart and soul of an educational institution and crucial for well achievements of an organizational objectives. The importance of school principal in leadership responsibilities is becoming very significant particularly in promoting students achievement. Often times, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice leadership as expected.

2.2. Theoretical Framework of Instructional Leadership

One major emphasis in the educational area in the early 21st century has been the continuing demand for greater accountability to increase student performance. National and state expectations require schools to ensure that all students achieve mastery of curriculum objectives, and local schools focus on implementing those requirements to the best of their ability. As a result, leading instructional efforts in a school has evolved into a primary role for school principals. In order to meet the challenges associated with national and state expectations, principals must focus on teaching and learning to a greater degree than before, especially in terms of measurable student progress. Consequently, today's principal makes sure that his or her school has a vision. Furthermore, he or she ensures that he or she shares leadership with teachers, and influences his or her school to operate as a learning community. Creating an organizational culture and infrastructure that support a learning organization appears to be requiring the principal of today to be in possession of a different set of leadership skills than the principal of yesterday.

Literature in educational leadership of earlier years showed that leadership effectiveness was considered in terms of leadership styles and capacity of leader's personality interaction. However, the uniqueness of each situation in which leadership abilities are manifested makes generalisation of characteristics and leadership styles difficult. Moreover, due to the growing emphasis that was laid on the management of non-instructional functions, instructional leadership was overshadowed by administrative leadership. Such studies also failed to identify activities of leaders that have impact on the students learning. Such limitations of earlier studies directed the attention of most researchers of the 1980's to focus on the common leadership functions that contribute to effective teaching and learning in schools. Accordingly, the instructional leadership framework designed by Hallinger (2009) consists of five main components:

1. Building and sustaining a school vision
2. Sharing leadership
3. Leading a learning community
4. Using data to make instructional decisions
5. Monitoring curriculum and instruction

2.3 Characteristics of Effective Leadership

Schools are increasingly under public inspection, supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE, 2008). In addition, leadership cannot be separated from the socio political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes. Effective school leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective leaders as follows: "Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals. Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. They study examine the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status.

2.4. Skills in Which Principals Need To Develop

2.4.1. Instructional leaders as staff development promoter

The holistic definition of instructional leadership is an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace in line with shared goals, and promoted by teachers' collaboration, teacher learning opportunities, teacher certainty, teachers' commitment, and student learning (Fullan, 2009). In every school it is the principal's responsibility to see to it that staff members develop in their work. The starting point for development is induction. A school needs a program for introducing new educators in the school, even experienced educators. In support of this view the instructional leaders should encourage the formation of groups because they offer a situation in which the inexperienced can learn from the experienced. As schools are involved in fulfilling their mission, the people in them must at the

same time be provided opportunities to grow and develop. Through the staff development process individuals are provided opportunities to engage in self-evaluation and capacity building. Educators are involved in selecting the topics and planning the staff development activities. It is likely that such an exercise would boost the level of educators' commitment to their work.

The instructional leader should involve others in the task of management; he or she would be supported by his or her colleagues who will see many of the decisions reached as their own. This will reduce the pressure on the instructional leader and in sharing the tasks of leadership he or she would be preparing others for leadership positions so that when their turn comes they should be ready to equal the challenge. Planning staff development activities is the major method of improving instruction. It is therefore essential that each school should have a policy for staff development, which should help the school to attain its aims. The staff development program of the school should include everyone. The staff development can contribute to schools flexibility and it has potential to build companionship among teachers and across groups. It can also provide new possibilities for accountability; and improve teacher retention by enabling teachers to become more directly involved in their own learning and professional growth.

2.4.2. Professional development of staff members

Professional development refers to many types of educational experiences related to an individual's work. In education, research has shown that quality teaching and school leadership are the most important factors in improving student achievement. For teachers, school leaders as well as district leaders to be as effective as possible, they need to expand their knowledge and skills continually and implement the best educational practices. Educators learn to help students learn at the highest levels. Many people may not be aware of their local school system's methods for improving teaching and student learning. Professional development is the only strategy through which school systems can enhance their educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement (Cooper, 2009). Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation and prompt feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work.

Professional development is not effective unless it causes teachers to improve their instruction or causes administrators to become better school leaders. The effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. There is no substitute for rigorous thinking and execution. Unfortunately, many educators responsible for organizing professional development have had no formal education in how to do it. The learning experiences they create for others are similar to their own experiences, many of which were neither positive nor effective. Effective school leaders are keys to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation. School capacity is another crucial variable affecting the quality of instruction as well as the performance of students. At the heart of school capacity are principals who are focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources. Therefore, the way principals are treated, the respect they are shown by senior colleagues, the responsibility they are offered, and the opportunities for professional discussion provided to them, all contribute to their personal development. The principal's conduct and behaviour should be exemplary.

2.4.3 Development of communication skills of staff members

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information to a receiver (Melons, 2008). Effective communication occurs only if the receiver understands the exact information or the idea that the sender intended to transmit. Many of the problems that occur in schools are the direct result of people failing to communicate, or of processes that lead to confusion and can cause good plans to fail. Studying the communication process is important because instructional leaders can coach, coordinate, counsel, evaluate, and supervise throughout this process. It is a chain of understanding that involves all members of a school from top to bottom, bottom to top, and from side to side.

The advantage of having principals who use their communication skills effectively at schools is that they would improve the understanding as to which school and classroom practices improve student achievement. Such principals know how to communicate with teachers effectively to bring about positive change. They support teachers in carrying out instructional practices aimed at assisting all students succeed in their studies; thus prepare teachers to become principals. A principal needs to be skilful in, exposition, questioning, leading discussions, eliciting responses

from learners and in selecting appropriate material for teaching and learning. It is the duty of the principal as an instructional leader to help educators develop these skills. Besides, Cooper (2009) states that schools need to create models of shared leadership, which incorporate talents and energies of principals, teachers, students, and parents to foster communication. This mode of instructional leadership provides for learning and working with other teachers, students and parents to improve the quality of instruction. It is their responsibility to create a strong school culture that enables teachers to collaborate with them in redesigning the instructional program so that all students can learn. Effective communication involves more than speaking; people communicate by writing, listening, and using non-verbal signals to get their message across. What people don't say while speaking could be just as important as what they do say; and how our body language supports or refutes what we say could signify the difference between communicating and just speaking. Principals spend the vast majority of their days communicating. How they address their department can set the stage for effective communication within a school. Principals must keep in mind that feedback may not always be positive, but it should still be accepted and acknowledged. Maintaining a positive attitude is essential in effective communication.

2.4.4. Developing skills of staff members with regard to learner performance

The leadership role should be manifested in the culture the principal creates within the school. Effective instructional leaders in school settings create a strong culture that is viewed as fundamental in striving to realise the school's mission. Principals should send a clear message that both students and teachers are crucial and equal, and take steps to involve them in all aspects of the school community. The principal should reframe the role of teaching to be a collaborative, rather than an isolated work. In effective schools teachers work very differently, engaging in regular collaboration around lesson planning, data analysis, and shared problem-solving activities. Principals play a key role in creating and sustaining this culture of collaboration, including creating opportunities for teachers to engage in collaborative planning and joint professional development within and across grade levels. Principals ensure that their schools have a sequential curriculum that builds children's knowledge and skills from one grade to the next, and from one skill to the other, aimed at sequential improvement in proficiency. They put in place curriculum-aligned, formative and interim assessments that provide teachers with data to inform instruction.

They also provide professional development that enables teachers to use curriculum, assessments, and student data to improve student learning. Principals allocate resources, time, people, and money within the school to support implementation. And they also allocate resources for unplanned interventions in order to make provision for struggling students who might fall behind. School principals need knowledge of the various developmental aspects of the child's development; namely, physical, intellectual, emotional and social development. The current demands for quality education are placing great pressure on schools to improve education service and delivery. Hence, the role of the school principal has become an all-inclusive task that focuses on, among others, improving teaching and learning in classrooms, and subsequently improving learner academic performance. Among a number of factors, the quality of teachers, especially in relation to academic qualifications, may hamper or enhance. Thus, it becomes critical for the principals to adopt strategies to motivate teachers to improve their professional qualifications for their personal benefit and the subsequent benefit of learners. Highly qualified teachers are inspired theoretically and practically to develop programmes for the enhancement of learners performance.

2.4.5. Developing skills of evaluating teachers' performance

Evaluating teachers is one of a principal's most important responsibilities. Evaluating a teacher is the single most important task a principal has. The evaluation process needs to be an on-going process. Feedback from the principal should always be constructive, objective, and understandable. Then continuous follow-up needs to occur to ensure that the teacher implements the principal's recommendations. An ongoing evaluation process is essential, which can be in a form of open line communication that allows teachers to ask questions, engage in discussions, and express their comfort level. The principal's primary responsibility is to be a mirror for every teacher; mentoring, coaching, suggesting, and guiding are all part of his or her job. This kind of evaluation assists the principal to change, adapt or improve the performance of the school (Melons, 2008). Although there are multiple goals of teacher evaluation, they are perhaps most often described as either formative or summative in nature. Formative evaluation consists of evaluation practices meant to shape, form, or improve teachers' performances. Principals observe teachers, collect data on teaching behaviour, organize these data, and share the results in conferences with the teachers observed. The principal's intent is to help teachers improve their practice. A principal observes teachers in action, works with them on committees, and examines their students' work, and talks with parents. These actions, aimed at least in part at obtaining evaluative information about

teachers' work, inform the principal's decision to recommend a teacher either for renewal of his or her contract or for termination of employment.

Decisions about, hiring, promoting, rewarding a teacher, or terminating a teacher's contract are examples of the class of summative evaluation decisions. The goals of summative and formative evaluation may not be as different as they appear at first glance. If an evaluator examines teachers collectively in a school system, some decisions concerning some individuals might be considered formative in terms of improving the teaching staff as a whole. For instance, the summative decision to add a single strong teacher to a group of other strong teachers would result in improving the capacity and value of the whole staff. The evaluation process will be ongoing throughout the year and will consist of both formal and informal evaluations. If a teacher's performance falters during the course of the year, the principal should request that additional evaluation steps be incorporated into the process. If a serious difference in evaluation exists between the teacher and the evaluator, the teacher may express disagreement by (1) writing comments on the post observation conference data sheet, (2) writing comments on the summative evaluation document, and/or (3) using the established complaint procedure (Blase & Blase, 2010:20). Evaluators shall maintain a record of all formal and informal observations, times, dates, duration of the observations, and any other pertinent discussion, activities or agreements surrounding these events.

2.4.6. Instructional leader as supervisory actor

The instructional leader is responsible for monitoring the education and extracurricular activities of the students at the school. This individual will monitor lesson plans of teachers as well as other activities which go on in the school to ensure that the students' educational needs and other related needs that are necessary to provide a well-rounded learning environment for them, are met (Bundy and Wiles, 2006). The instructional leader is often the individual who usually takes a lead in maintaining discipline in a school. In addition to providing supervision in the school itself, the instructional leader will also engage with outside entities, contact businesses to inform them of any need for contributions or sponsorships, which may be needed for various school programs. The instructional leader will stay abreast of current laws, rules and regulations and ensure the school's compliance with all of the above. The instructional leader is also responsible for the administration of extracurricular activities for the students. The instructional leader must be sure that everything

that deals with the smooth operation of the school is in keeping with state and federal laws, and regulations. He or she is in the best position to know the requisites for his or her school, and the best ways to obtain these things from government entities. Instructional leaders use classroom visits to make sure teachers are complying with the instructional goals of the school. Instructional conferences with teachers have an effect on teacher classroom instruction. Besides, it was found that teachers believe good principals use the following five strategies during instructional conferences (Blase & Blase, 2010):

- (a) Making suggestions for instructional improvement,
- (b) Giving feedback on classroom observations,
- (c) Modelling good instruction,
- (d) Using inquiry to discover what teachers think, and
- (e) Soliciting advice and opinions from teachers.

These strategies affected teachers positively by increasing their use of reflectively informed instructional behaviour, which referred to teachers taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning. In improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedures of the classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that the principal should in a systematic way; draw the connection between curriculum and instruction from the teacher. This will help in enabling the instructional leaders to understand the educator's classroom concerns and be in a position to provide the necessary assistance.

In Ethiopia with schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals have expanded further to include the responsibility for leading school reform aimed at improving student achievement. Success in leading reforms to increase student achievement often hinges upon the principal's ability to create a shared vision within the school community and also on the success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decision results in more commitment to school reform initiatives. Principals are also responsible for facilitating their school's interactions with parents and other role players in the school community. This responsibility includes working with parents when disciplinary issues

arise, when students are not succeeding academically, and when parents have concerns related to the school. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. Principals continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility concerns school safety. This responsibility includes ensuring that facilities and equipments are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the delegation of supervisory responsibilities among school personnel (Demoze, 2007).

2.4.7 Involving Community

The community involvement domain describes the development quality, on-going, community partnerships and networks. Schools are responsive to community expectations, suitable environment for learning ,school administration and community participation. Community involvement in educational affairs is one of the most over used but least understood concepts in developing countries. Community participation is a process through which stake holders influence and share control over development initiatives and the decision and resource which affect them. Several reports on community involvement indicate that the school in general and teachers and students in particular benefit a lot from the involvement of the community in the issue of schools. The relation between these schools domain and theirs, constituent element that affect students learning outcomes. Community participation: Working together with parents, Participating the society and Promoting education.

Suitable environment for learning: Student focus, Student empowerment and Student support
Learning and Teaching: Teaching, Learning, evaluation and Curriculum
School administration: Strategies vision, Leadership behaviour and School management. As shown above, the domains are interrelated and have the same core issue or objective which improving student's results. Therefore, the main objective of school improvement initiative and successful implementation of the school domains are enhancing student's achievement.

2.5. Approaches to Instructional Leadership

Most researchers agree that the principal can be the key element in establishing an effective school. Adding his voice to this belief, Leithwood (2005) wrote that effective schools have a focus on learning and teaching, and the ability of a school leader to offer strong instructional leadership is a

key factor in ensuring academic effectiveness. The principal's leadership role has three dimensions. These are: (a) Modelling, (b) Consensus building and (c) Feedback.

2.6. Functions of School Principals

The roles and responsibilities of school leaders are changing frequently due to a wave of reforms which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may actually be considered leadership, it is difficult to sketch the boundaries of leaders' work (Mayrowetz, 2008). Depending on the school situation and personal characteristics, leaders may work alone or collaboratively to reach their goals. Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others. As noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviours, personal characteristics, and biases. Researchers have attempted to define different characteristics of a successful principal. Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization (Adedoyin, 2013).

1. Planning: among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre thinking, predication and forecasting the future expectations in administration.

2. Organizing: this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labour among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.

3. Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. Coordinating: this is referred to as the ability of a leader to advise a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.

4. Supervision: a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among the teachers so that they can be self directive, creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring favourable setting for effective teaching and learning.

5. Controlling: this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

6. Staffing: this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.

7. Reporting (Communication): the principal must realize that he or she must be excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the students. Report and acceptance are important to

have survival of the new principal. If the principal is going to have any goals achieved, he or she must be able to gain acceptance and articulate the vision to willing followers.

8. Motivation: The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive, energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve level of co-operation among the staff and enable the school personnel in putting in their best in the work they do.

9. Evaluation: Stronge,(2008) the major indispensable functions of an educational manager is the programme evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements. Furthermore,he state that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. For leadership, they look for: Clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, Strategic planning, Leaders inspiring, motivating and influencing staff and pupils, Creation of effective teams, knowledgeable and innovative leadership of teaching and curriculum, Commitment to an equitable and inclusive school where each individual matters Furthermore states that today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed. Consequently, principals are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students.

2.7. Creating a Vision and School Principals

A vision should project a “desired future state” for the school, which implies that the school should be striving to attain something different from its current state. Schools which had attained high levels of academic performance either sought to raise these further by improving the quality of passes obtained, or had re-directed the school’s vision to ensure that learners were well-rounded and prepared to play a meaningful role in society. Often the principal’s vision had informed or influenced the institutional vision, however as these visions reflected the views of more diverse group, the visions were often substantially different. The principals’ visions were typically more wide ranging, while organizational visions were more constrained and focused more exclusively on academic performance (Roach, 2006). Furthermore, he states that the articulation of the vision is crucial unless the school community gets its personal visions out on the table for public dialogue; it is difficult for that community to move beyond the customary daily routines into any sense of renewing themselves and their work. Without a communal vision of who they are and where they want to go, the school functions as a shopping mall, with each classroom reflecting the idiosyncratic preferences of each teacher. Inevitably, a vision is imposed from outside. Indeed, state departments of education, pressured by political and corporate leaders whose views of schooling are one dimensional and simplistic, seem quite willing to step in and impose their view of schooling. A local vision of schooling endorsed by the staff can serve as an interpretive framework for discussing state curriculum mandates. Often the leader has to take the initiative and put forth a vision statement. That provides the rest of the staff something to consider, but not necessarily to endorse. Individually and in teams, the staff should be encouraged to come up with their own vision not of where they are now, of how they understand what their work currently consists of, but a vision of who they might become a vision of new understandings of their work, a vision of where they want to go with the students. Because it is not an exercise most staff are comfortable with, some time and space, structure and coaching should be provided. Most university preparation programs do not require its prospective administrators to come up with a vision statement that they are required to defend in some kind of public forum. But that is precisely one of the leadership skills needed by educational administrators. Neither are these candidates required to work with a group to generate a group vision again, a key leadership skill needed in the field. Beyond creating one’s own vision statement and collaborating with others on a communal vision statement, administrators need to assess the gap between the communal vision and the

institutional processes, structures, policies, and programs that get in the way of the vision ever becoming operational.

2.8. Major Factors that Challenge Principal Leadership Effectiveness

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers salaries (MoE,2008).

1. Problems related to instructional staff. Aboneh (cited Lunenburg and Ornsetin, (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2. Lack of vision. McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. Successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be willing to work long and hard duties.

3. Lack of support from top authorities. Another problem affecting effective instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, form those round hem is clearly barrier to becoming an effective instructional leader (McEwan, 2003). In strengthening this he has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

4. Lack of sufficient time. Lack of sufficient time is also another problem to instructional leadership. Time is the bane of any busy professional, but for instructional leader, it poses a particular challenge because they seek to spend substantial time in classroom where instruction is

delivered. Every principal operates with in the same time constrains. One major difference among principals is how they choose to use the time they do available (McEwan, 2003). Furthermore he stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, un informed, and often inconsistent.

5. Personal characteristics of the principals. Another impediment of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership. it is evident that the principal brings something to his/her principal ship position. His energy, devotion, loyalty and many other personal attributes such as originality, adaptability, and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

6. Lack of skilled teachers. The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues

8. Decision-making. Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators Biech, (2010). In addition, he identified using survey five leadership challenging models, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institutions.

2.9. Strategies to Improve Principal Leadership Effectiveness

The Strategies to improve Principals leadership preparation, educators, policymakers, state education agency officials, and institutions of higher education should do the following: Establish

well organized leadership standards. These standards should be linked and aligned to evaluation systems, professional development requirements, and the direct needs of the districts, Implementation of such standards may mean that local school districts, state-wide agencies, and universities have to collaborate and communicate in a more meaningful way (The Wallace Foundation, 2006).

In addition, leadership preparation programs should be monitored and evaluated based on participant, cohort groups. The leadership preparation program should be organized to promote teamwork, collaboration, and support. Most important, all stakeholders should work to single out high-quality candidates for leadership preparation instead of relying on self-selected candidates with administrative credentials but little demonstrated talent for leadership (The Wallace Foundation, 2006). Recruiting high-quality, diverse candidates to leadership preparation programs may require providing financial support for candidates to permit them to participate in an intensive program with a full-time, supervised internship, coordinating state and district leadership training opportunities while developing and improving leadership preparation programs is also a means for effective instruction leadership roles of principals.

Designing a comprehensive and coherent curriculum leadership preparation programs, mentoring for beginning principals, developing a supportive cohort structure for leader candidates, and providing candidates with administrative internships are major strategies to make instructional leadership role and practice of school principals effective. In order to achieve a coherent program, universities and school districts should work together to recruiting, training, and supporting qualified principals, creating clear pathways to leadership certification, state policy agencies need to have clear guidelines and requirements for licensure and certification of leader candidates. The communication of the requirements and the process to go about it should be readily accessible and easy to understand (The Wallace Foundation, 2006).

A study conducted by Mulkeen et al, (2004) many secondary school administrators in Sub Saharan Africa (in Guinea, Ghana, Ethiopia, Tanzania, Uganda, and Madagascar) are ill prepared to meet the demands posed by the changing nature of their jobs. As a result they argued that organized and systematic training in educational leadership and effective and transparent management that goes beyond the occasional workshop presently offered in most systems is urgently needed for principals. (Blasé, 2001), also suggest that principals should be able to be organizational managers

at school. Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such principals are likely able to demonstrate students' academic improvement. However, in daily practice, in average, only one fifth of the principals' time is dedicated to organizational management activities. Most principals spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paper work that does not relate to the school's outcome development. (MOE, 2007), a national or regional institution that specializes in advanced degrees or certification for educational leadership could be one option to address this need. Concerted effort to improve school leadership is one of the more promising points of intervention to raise the quality of secondary education across much of Africa.

Mechanisms for recruiting teachers to become principals or head teachers are unsystematic and not necessarily based on professional criteria. Mulkeen et al (2004) also indicates that the position of principal is often not professionalized or seen as a career choice. It is sometimes filled by senior teachers who rotate through the position for limited periods of time. Therefore, it needs a more systematic approach to the selection and training of principals would lead to stronger school leadership.

2.10. CONTRIBUTING FACTORS FOR EFFECTIVENESS OF SCHOOL PRINCIPALS

2.10.1. Visionary:

In the model that the researcher have designed as a result of the study, the researcher argue that the principals should become visionary, instructional leaders who should demonstrate energy, commitment, entrepreneurial spirit, values and conviction that all students in their school will learn at high levels, and that principals will strive at all time to inspire others with this vision, both inside and outside school buildings. The researcher also argues that in his model the instructional principal should come up with a mission whose purpose is a clear statement of the reason why the school as an organization should achieve the highest standards.

The researcher furthermore argues that structured vision and mission brings clarity of purpose to members of the school, and broad direction as to what members of the school should be aiming for. These school principals should formulate a vision that inspires all staff members to strive for

the highest levels of performance and should make the improvement of teaching and learning the school's top priority.

The reason is that, instructional leaders are responsible for leading instruction, managing operations, and increasing the effectiveness of their school communities. Secondary schools seek talented, dedicated leaders who have the skills and experience to lead the secondary schools, and the desire to help transform them into the highest performing district schools in the country. Instructional leaders are characterized by their focus on student achievement, leadership, vision, instructional expertise, systems and resource management.

The researcher points out in the researcher's model that visionary leaders can be found from the secondary school teachers and education experts of the region who have good communication skills; who are chief organizers, are creative and capable of taking initiatives with the appropriate actions; who take intelligent risks that capitalize on prime conditions; strategic planners, long-term thinkers, who can create an exciting future for themselves; who never experience failures, instead, write them off as learning experiences; their behaviour is purposeful, goal-directed and make progress; who don't criticize or blame others when something goes wrong, instead, they focus on the solution.

Visionary leaders are key role players in efforts to create an environment where quality teaching can thrive and best practices can be embedded. One of the most effective ways to attain this goal is to combine different advantages of the national and local-level approaches. Such an exercise would produce high-quality training and ongoing support to school leaders. University professors should design a novel curriculum and give intensive practical training that would bring about change.

2.10.2. Knowledge of instructional methodologies:

In the model the researcher argues that knowledge of instructional methodology is essential because instructional leaders should have a working knowledge of research based, student-centered instruction, project-based learning, cooperative learning, integration of technology into instructional strategies, and integration of academic and career/technical studies. They should know how to help teachers learn new instructional methods, how to estimate how much time it will take teachers to master new techniques, and how to “network” with teachers as they implement new approaches; and they need to understand the amount of time it takes to plan effectively.

2.10.3. Developing objectives and maintaining fidelity:

The researcher pointed out in his model that instructional leaders should ensure that schools are provided with school resources and teaching materials to support the school improvement program. These are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past years the importance of the provision of adequate Learning and Teaching Materials that include textbooks, teachers' guides and supplementary materials, to support educational development and quality upgrading has been recognized by government throughout the country and by most development partners. Textbooks are one of the most important learning materials that have a demonstrable impact on student learning. School improvement goals, classroom instruction, and classroom / school assessment need to be linked in such a way that they support and complement one another.

Teachers trust the results from these assessments because of their direct relation to classroom instructional goals. Besides, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to make improvements, however, teachers have to change both their view of assessments and their interpretation of results. Specifically, they need to see their assessments as an integral part of the instructional process and crucial for helping students to learn. Identify Key processes that impact results need to be identified. One major emphasis in the secondary schools has been the continuing demand for greater accountability to increase student performance. The Ministry of Education and regional education bureau require secondary schools to ensure that all students achieve mastery of curriculum objectives, and focus on implementing those requirements to the best of their ability. Instructional leaders should identify performance measures and indicators that link key instructional processes to instructional goals. Hence, the instructional leaders have systems and processes for anticipating and addressing school staffing, instructional, and operational needs in a timely, efficient, and effective ways. Using these, they monitor the performance of students and conditions in each school; and communicate with decision makers outside the school. This promotes effective use of professional development and activities to support school improvement and maintain current data regarding teacher shortage areas.

Ensure that school goals are aligned to school district goals. To realize the goals of secondary schools, students need to meet the demands of individual learning goals aligned with district

standards and high school graduation requirements. To support high levels of student achievement and instructional excellence, all district resources and programs need to be linked, and, parents and the community need to be engaged.

2.10.4. Facilitating safe environment and maintaining enabling school culture

The following are the reasons why instructional leaders should focus on facilitating safe environment and maintaining enabling school culture:

Focus on policies and support services that will enhance each school's ability to achieve its own strategic vision and plan within the context of the district's vision. This indicates that, instructional leaders within each school must engage the departments and develop a vision of what the school must do if it is to graduate more students who are prepared for life and work outside the school. If state and district leaders have done their jobs, if the vision and desired outcomes are clear and the necessary supports are in place, then the instructional leaders can begin to design and implement solutions tailored to the unique needs of their own students and communities. Develop tools and processes that principals and teachers can use to ensure that instruction for all groups of students is aligned with college- and career-readiness standards. High standards that are consistent across the region provide teachers, parents, and students with a set of clear expectations that are aligned to the expectations in secondary schools. The standards promote equity by ensuring all students' needs are met. The standards enable collaboration between districts on a range of tools and policies, including the development of textbooks and other teaching materials aligned to the standards, the development and implementation of common comprehensive assessment systems to measure student performance annually that will replace existing state testing systems. Those changes that are required for helping support educators and schools in teaching need to be linked to the new standards.

Invest in high-quality professional development for the district staff, school principals and teachers. In order to progress from reforms of this sort to changes in student performance, instructional leaders have to assume that changes in policy and organization will result in a different kind of teaching, which will in turn result in a different kind of learning for students, who will in turn demonstrate this new way of learning by doing better on measures of performance. Consider working with an external school improvement provider to develop a strategic vision that can move the district forward. Through the aligned vision of the district many committed stakeholders, including parents and Education offices are on a path to improvement that is guided

by the Ministry of Education's Strategic Priorities. Hence it is advantageous for future plans to strengthen these structures and ensure success for every student in all the secondary schools of the region.

Develop a succession plan for school principals. The deep commitment to systems' instructional leadership is essential to implement a lasting succession plan. An integrated plan that is collaboratively designed, clearly communicated, and consistently applied, is critical to building instructional leadership capacity. Instructional leadership capacity must be developed and sustained to guarantee academic success for every child in the secondary schools. Engage parents and the larger community in ongoing dialogue about the changes needed. Secondary schools should invite groups of parents to exercise their responsibilities as citizens by suggesting and/or effecting needed changes in schools. Focus on raising parents' conscientiousness and increasing their awareness of the importance of their collective power.

2.10.5. Committed and shared practices

The advantages of using committed and shared practices are: Increased collaboration with stakeholders in the school improvement process; and in producing positive change collectively in schools. It is vital to share student's achievement data with all stakeholders. Accordingly, successful accountability systems capture data on student learning activities, assessment of those learning activities, and on characteristics of the schools in which students are enrolled; including the actual decisions concerning the reasons for the assessment. Provide time for collaborative problem solving. Collaborative problem solving is a critical and necessary skill needed across the secondary schools settings. It has its own merits, like, it allows for an effective division of labour; the incorporation of information from multiple sources of knowledge, perspectives, and experiences; it enhances creativity and quality of solutions; and, it is stimulated by ideas of other group members.

There are a number of critical advantages, which underlie an instructional leader's effectiveness in leading the process of improving student achievement; which are: The instructional leader's commitment to student learning as the fundamental purpose of schooling; promotion of the belief that all students can achieve high standards of learning; collaborative problem solving with staff and stakeholders; ongoing collection and analysis of data; ensuring data-driven decision making;

promotion of lifelong learning for self and others; emphasizing focus and alignment to achieve goals; and doing the work required for high levels of personal and school performance.

2.10.6. Monitoring, supporting and providing feedback:

Monitoring, supporting and providing feedback is crucial for the following purposes: To establish a regular, predictable process to track the impact of improvement efforts on student's achievement. Instructional leaders can establish a regular, predictable process to track the impact of improvement efforts on student achievement. He or she can closely monitor the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students. He or she can collect and utilize data continuously to inform instructional decisions at the school and classroom levels and provide academic interventions for individual and groups of students. He or she can closely monitor the systematic collection and analysis of data by staff to assess whether progress towards attainment of objectives is satisfactory in respect of all groups of students.

He or she collects and utilizes data continuously to inform instructional decisions taken at school, and acknowledges successes of key players. Instructional leaders must become increasingly creative at creating an environment that attracts and retains talented staff. A fair and consistently applied reward and recognition program should be part of the plan. To facilitate the use of data continuously they need to evaluate and revise the school improvement plan. Before implementing strategies for data-driven decision making, the school systems should invest time and resources in building a solid foundation for system wide improvement efforts. Integral to this process is setting specific, measurable goals for the system, school, classroom, and individual student. Once such goals are set, instructional leaders should concentrate on developing and monitoring the implementation of a system-wide curriculum.

Time for provision of staff development for school improvement, like time for staff meeting, team work, and for in-service training needs to be scheduled, communicated and monitored. Encourage staff to promote healthy practices; provide training for staff in essential skills; develop strong collaborative relationships among staff members, provide an orientation programme for newly-employed staff members; as well as measures for success. Supports staff in effecting instructional changes necessary to support school improvement efforts. Effective instructional leadership that

focuses on all students learning is at the core of improved schools. Instructional leadership should be committed, persistent, proactive, and distributed throughout the secondary school system.

2.10.7. Decision maker and evaluator of outcomes

The following points are helpful in decision making and evaluation process:

Self awareness, which means having a realistic perception of one's own values, interests, and strengths; and being able to recognize one's own emotions. It is very useful, because the best attribute needed to assume leadership position is self awareness. Self-awareness means knowing your own values, personality, needs, habits, emotions, strengths, and weaknesses. Moreover, self-awareness allows instructional leaders to motivate and manage stress effectively; helps with intuitive decision making; and assists in leading and motivating others more effectively (Blase, & Blase, 2010).

Self management, which refers to how well one manages his or her own emotions, impulses, and stress, and whether one is able to set himself or herself goals and achieve them; and whether one can exercise self-discipline. To appreciate the importance of self-management, it is necessary to consider both its practical and theoretical implications. Social awareness-refers to the ability to understand perspectives of others, and to appreciate and respect diversity. Instructional leaders are able to come to the understanding that everyone has culture and that culture plays a central role in their beliefs, biases, and assumptions, and also in the decision they make.

Relationship skills- refer to the ability to participate in healthy, cooperative, and caring relationships, and in resolving conflicts effectively. A major advantage of a relationship skill is its diversity in resourcefulness, knowledge, and ideas. Most instructional leaders are aware of disagreements and have received training in conflict resolution; but they seldom assign a high priority to solving conflicts. With this in mind, it is critical that team members possess skills to resolve conflict among them. Responsible decision making- is the ability to recognize and generate good choices, evaluate the likely consequences of actions, and to take responsibility for one's decisions. An instructional leader should take cognizance of the fact that his or her decisions will affect the whole school. Every decision they make will affect different teachers in one way or another. It is important to be aware of the impact of their decisions, and to understand the costs they can cause. Taking decisions demonstrates the desire to lead. By making decisions, Instructional leaders prove to teachers that they are willing to direct actions, and get things done.

2.10.8. Can bring change, innovation and creativity

Instructional leaders should ensure that the school improvement plan is based on data analysis and problem clarification. Prior to the beginning of the school year, an instructional leader should review and select relevant data from available sources of data. To do this successfully, an instructional leader needs to develop a plan that will set forth processes to collect important data throughout the school year. This data collection plan should form a blueprint for gathering key descriptive information.

They have the ability to facilitate the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated. Therefore, using emotional intelligent competencies to cultivate a professional learning community, instructional leaders will collect, analyze, and use data to identify school needs, use data to identify and plan for needed changes in the instructional program, implement and monitor a school improvement plan and use systems thinking to establish a clear focus on attaining student achievement goals.

There is a need for capacity to identify the knowledge and skills teachers need to implement the school improvement instructional strategies. Promoting the learning and achievement of learners is the main aim of school education. Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies. Lastly, they should have the knowledge and skills of providing opportunities for staff to seek successful strategies from schools that have been outperforming them. The strategies of instruction should focus on students' interests, learning styles, and aptitudes through a variety of small learning community approaches. The instructional leaders should allow teachers, with whom they can develop personal relationships, the opportunity to use reflective thought and sustain professional development.

2.11. SUMMARY

Several key ideas can be summarised from the above discussion regarding the impact, role, the effectiveness and responsibilities of instructional leadership. Among others, school size, level, and organization, influence the presence and nature of instructional leadership. Instructional leaders in larger, departmentalized secondary schools find it necessary to delegate responsibilities and lead in more indirect ways. District support, rather than control, is connected to strong, effective

instructional leadership. Principals need autonomy of governance in order to succeed. Personal traits such as principal's gender, age, and prior teaching experience correlate positively with active instructional leadership. A remarkable consistency of findings regarding the likelihood that female principals can be effective instructional leaders is evident in some research results. Despite some disagreement among researchers, the general conclusion is that the impact of instructional leaders in schools and student achievement is indirect. Although they may appear to be directly involved in the teaching and learning of students, instructional leaders influence outcomes through others.

A school's mission, founded on academic goals and high expectations, is the most important and influential responsibility of instructional leaders. Instructional leaders' efforts to create and promote a positive school climate, through resource provision, and consensus-building, are also key responsibilities. There is little empirical evidence that principals' direct, active involvement in schools' instructional program impacts on student achievement. Instructional leadership is only one of many responsibilities of a principal. Many principals lack the expertise, autonomy, and/or the inclination to act as effective leaders. Typical models of principal leadership effectiveness place too much responsibility and power on the role of a principal, neglecting the importance of involving other role players in the running of the school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGYS

This chapter was aim to assess the principal's leadership effectiveness in government secondary schools of Amaro Zone, South Nation National People Regional State. Specifically, it deals with the research method, research design, sources of data, population, sampling, data gathering instruments, pilot study and data collection procedures and method of data analysis to attain the above purpose.

3.1 The Research Design

A research design is a plan, structure and strategy of investigation so conceived to obtain answer to research question or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (Lucienne&Amaresh, 2008). So, to achieve the objective of the study, the researcher employed the descriptive type of study. Because a descriptive type research helps to collect data in order to answer questions concerning the current principal's leadership effectiveness in government secondary schools of Amaro Zone, SNNRP.

3.2 Research Methods

Method is a style of conducting a research work which is determined by the nature of the problem. Generally, there are two kinds of approaches in scientific studies: qualitative and quantitative approaches. Each approach has its own relative strengths and weaknesses. Quantitative approach is more emphasized because assessing the principal's leadership effectiveness can be better understood by collecting large quantitative data.

There fore the researcher employed mixed method approach specifically mixed model research. In the research field, mixed method is continuing discussion regarding clarification of mixed methods research in relationship to classify into three. They are mono method research, multi method research, and mixed model research (Lucienne&Amaresh, 2008).

Mixed methods research combines quantitative and qualitative research methods in different ways, with each approach adding something to the understanding of the phenomenon. If mixing methods offers a better understanding of the research problem than a single method design, then it is worth

considering. Practitioners, evaluators, policymakers, and funding agencies now recognize that combining multiple forms of data within a single study is not only legitimate but also, at times, preferable.

Thus, both quantitative and qualitative data assessing the principal's leadership effectiveness in secondary schools of Amaro zone. Furthermore, the qualitative data employed and incorporated in the study to triangulate the quantitative data. In order to benefit from the relative strength of the two approaches and for the purpose of validation also, the researcher employed both qualitative and quantitative. The design is also preferable when the researcher is interested in concurrently collecting and analyzing both qualitative and quantitative data in order to come up with more credible result (Donald, 2006.).

3.3 Source of Data

In order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

3.3.1 Primary source of Data

The primary data were collected from sample respondents through survey questionnaire, and interview. Teachers, Principals, parent teacher student association (PTSAs), and supervisors all are included as primary sources of data. The selection of school principals as a source of data for this study was unquestionable that they are the main subjects of the study. Moreover, the selection of vice principals, and PTAs are selected due to their high position in school leadership next to the principal. Though, the researcher believed that they have sufficient understanding about the extent to which principals are effective in serving the role and duties given to them and solving the challenges they face.

3.3.2 Secondary Sources of Data

The secondary data are collected by reviewing relevant literature and pertinent documents that are like which are related to principals' effectiveness and associated challenges in secondary schools. Though, the data are collected from various documents like school strategic plan, administration manuals, performance evaluation documents, government training policy documents.

3.4. Population and Sampling

Table: 1. Population and sample size distribution and its Sampling techniques

No	Name of secondary School	Teachers			PTAs			Principal			Supervisors			Total		
		Population	Sample		Population	Sample		Population	Sample		Population	Sample		Population	Sample	
			F	%		f	%		F	%		F	%		F	%
1	Kelle	71	35	50	5	1	20	3	3	100	1	1	100	80	41	50
2	Dhonso	36	18	50	5	1	20	2	2	100				43	22	50
3	Kereda	26	13	50	5	1	20	1	1	100				32	16	50
4	Darba	20	10	50	5	1	20	1	1	100				26	13	49
5	Etate	14	7	50	5	1	20	1	1	100	1	1	100	21	11	50
6	Medayne	21	10	50	5	1	20	1	1	100				27	13	50
7	Jijola	46	23	50	5	1	20	2	2	100				53	27	50
8	DanoBulto	13	6	50	5	1	20	1	1	100				19	9	50
	Total	247	122	50	40	8	20	12	12	100	2	2	100	301	144	48
Sampling techniques		simple random sampling						purposive sampling								

Source :Amaro woreda education office

Population refers to the large group of people to which a researcher wants to generalize the sample results; and the complete set of cases. Before data collection takes place, it is imperative to be clear on what the study population is. The population for this study comprised all school community in governmental secondary schools of Amaro zone. Therefore, the populations of the study are all 8 secondary schools (9th- 12ve) in the Amaro zone secondary school teachers (247), principals (12), secondary school external supervisors (2), and PTA members (40).

Finally the researcher was selects 100% of principals, supervisors, PTA representatives using purposive sampling technique and 50% teachers from each school proportionally using simple random sampling technique due to the numbers across eight secondary schools. To support this, simple random sampling technique involves selecting randomly from a population such that each subset has an equal chance being selected as a sample. The best known of the probability sampling procedures is simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the

random sample. Therefore, this study constituted a total of 112 research respondents as a target population shown in the table 1 above.

3.5 Data Gathering tools

The data collection instruments used are: questionnaire, interview guide, and documents. The selections of data collection techniques were based on the scope of the study and to attain a complete picture of the problem under study. This research used questionnaires that consist of close-ended question items and few open ended items is used to generate information from principals, PTAs and teachers. Interview guide is used to gather information from school supervisors. Documents from zone education offices also use as data collection tools. Then raw data is used as an input for processing that was collected from questionnaire, and interviews, as a primary data and secondary data was collected from documents for data analysis and interpretation.

3.5.1 Questionnaire:

Questionnaire was used as a main tool of data gathering instruments in this study, because the main reason to use questionnaire is for obtaining factual information, opinions and attitudes from large number of subjects within a short period of time and it is less expensive, offers greater anonymity of respondents and appropriate for collecting factual information. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. Fifty five questions were prepared with 5-point Likert scale items and administered to the respondents of principals and teachers. This questionnaire was used for both the principals and the teachers. Items in the questionnaires reflected principal leadership effectiveness of secondary school principals. Moreover, these items also contained strategies to tackle problems of principal in educational leadership.

Finally, taking into account the suggestions from the respondents to the questionnaire and interview, further modifications were made. Thus, the instruments were found valuable to collect the data for the main study.

3.5.2 Interviews:

Interview was used as data gathering tool, because interview useful for collecting in-depth information, allow opportunity for explanation of questions and can be applied to any type of population (Kumar, 2005 cited in Tigist 2018).

. Data from interviews can be supplemented with other responses. The researcher developed 12 structured interview questions and conducted interview sessions with school supervisors and PTA representatives. Items in the interview reflect as educational problems of secondary school principals and views of supervisors and PTA representatives on strategies to tackle principal leadership effectiveness.

3.5.3 Document Analysis:

Document(s) that relates with principals leadership activities were as soon as possible analysed to cross check the correspondence between what respondents said and what were going on in practice. Some relevant documents were also assessed to complement the quantitative and data obtain through questionnaire concerning the extent of in the practice of school effectiveness in secondary schools. A check-list were prepared by the researcher for the analysis of document. Documents are check to see different recorded documents in order to check the above school stakeholders' and principals leadership effectiveness in secondary schools.

3.6. Pilot Study

Piloting the questionnaire is significant. Kline, R. (2009) state that because it: checks the clarity of the instruction and layout of the questionnaire; checks the validity of the questionnaire items; eliminates ambiguities or difficulties of wording; gains feedback on the attractiveness of appearance of the questionnaire; gains on the layout of sectioning, numbering, and itemisation of the questionnaire; checks whether the questionnaire is too long or too short or too easy, or too difficult, tries to help the classification system easier for data analysis. To ensure the validity and the reliability of evidences gathered through the instruments which would administered to teachers, principals, theoretical support sought out from the pertinent literature and technical evaluation of the instruments from the pilot study. After the comments gathered from advisors and principals, have been incorporated, the researcher piloted the instruments to check its validity of instrument. The researcher pre-tested the questionnaire at Kelle secondary School. To this end, the researcher to be distributing seventeen draft questionnaires with two principals and fifteen teachers through randomly selected teachers and school principals which will outside the main sample of the study.

3.7. Validity and Reliability

3.7.1. Validity

Validity indicates a degree to which a test, measurement and instrument is capable of achieving certain aims. Validity is an integral mandatory component for any type of measurement, test or instrument. Validity shows to what extent certain explanatory concepts or qualities account for performance on a test. To ensure validity of instruments, the instruments were developed under close guidance of the advisors and, also a pilot study was carried out on 20 teachers of Kelle secondary school to pre-test the instrument. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence. After the dispatched questionnaires“ were returned, the necessary modification on 3 items and complete removal and replacement of 5 unclear questions were done.

3.7.2. Reliability

Relatively speaking the more reliable a test is the more valid the data. Reliability is the extent to which an instrument produces the same information at a given time or over a period of time. Some synonyms for reliability are stable, dependable, repeatable, consistent, constant, and regular. Reliability of the items was being checked before they would be administered to the target population of the study (David, &Robert 2007). Therefore, the reliability of questionnaire would be analyzed using Cronbach’s Alpha method, and the questionnaire items would be calculated using Cranach’s Alpha test. The use of reliability types of internal consistency depends on the nature of the data. Checking the reliability of the questionnaire using a pilot test would be carried out. Reliability refers to random error in measurement. Reliability indicates the accuracy or precision of the measuring instrument. The pilot test seeks to answer the questions, does the questionnaire consistently will be measured. The researcher was distribute, first to 20 teachers, and 2principal, at selected secondary schools of Amaro zone. In pilot testing questionnaire, the main concern would be to detected problems which might cause confusion to the respondents, which is to identify ambiguous items in the questionnaire suitability for collecting they require data. It will be also needed to improve the format of the questionnaire would be cleared. Data would be collected from the pilot test would be analysed using SPSS. SPSS provides information, reliability

coefficient (alpha). A reliability coefficient (alpha) of 0.70 or higher would be considered acceptable reliability.

3.8. Procedures of Data Collection

Before using data collection instruments particularly the questionnaire and interview guide would be checked by my advisor. More importantly validity and reliability of instruments to be used (questionnaires and interview guide) was checked first by peer members. Then the researcher consulted Amaro zone education expert and permitted with great pleasure. After that the researcher consulted the facilitators' teachers and adults. Questionnaire would first be distributed to the participants followed by an interview with three individuals. Following these procedures, the researcher analyzed the documents available in that zone.

3.9. Method of Data analysis

The data would be collected in both quantitative and qualitative ways. Depending on the nature of the basic questions the data would be gathered and analyzed using different statistical tools. The quantitative data would be collected through closed-ended questions, and whereas qualitative data were collected through open-ended questions and interview. The quantitative data were gathered; the quantitative data were entered into SPSS 20 versions, and followed every necessary step and the results have been recorded and organized in terms of tables. Data obtained from teachers and principals were analyzed and interpreted with the help of descriptive statistics like frequency, percentage, and mean. The reason to select this statistical tool was believed to be the most suitable measure to describe principals' leadership effectiveness implementation and major challenges in the schools.

Furthermore, in order to analyze data obtained through interview from school supervisors, and member of Parent Teacher Association (PTA) representatives and gathered from document review were triangulated with quantitative data to enrich the analysis and interpretation of the study.

In addition to the quantitative data, also through interview; the qualitative data would be gathered from supervisor and PTAs representatives. Research questions would be answered through cross-checking and analysis of data from multiple sources (in order to increase reliability and validity of data). That is, through triangulation analysis. Finally, the results would be obtained, summarized, concluded and recommended depending on the data would be analysed and interpreted. Frequency and the percentage distribution would be used to analyse various characteristics of the sample

population, such as sex, age, academic qualification, field specialization and experience. Frequency, and mean score would be computed for quantitative variable against each items score to identify the extent of stakeholder's involvement in the area of principals' leadership effectiveness. Whereas mean and grand mean would be used to test factors improving the principals' leadership effectiveness in the school at various levels of rating scales (very low effective to very high effective).

3.10. Ethical Considerations

Efforts was made to make the research process professional and ethical by taking all possible safeguards to avoid doing wrong to anyone involved in the research. To this end, the respondents would inform about the purpose of the study. They were also informed that there is no coercion of any of the participants either before, to force them to be involved, or during the study to get them to disclose information. They would inform that their participation would be purely voluntary in this study (Kumar, R. 2011).

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter deals with data analysis and interpretation of the findings based on the research objectives. This study was to investigate the principals' leadership effectiveness in governmental secondary schools in Amaro Zone SNNPR. It was guided by the following basic research questions;

The presentation, analysis and interpretation of data collected from respondents through questionnaire structured interview and document analysis. It divided into two parts where the first part deals with characteristics of respondents while the second part presents analysis of data obtained from 122 teachers, 12 principals, 2 cluster supervisors and 8 PTA representatives totally 144 participants were part of the study. As mentioned above, 134 copies of the questionnaires were distributed to 122 teachers and 12 school principals. Out of these, 85 copies of questionnaire from teachers, 11 from principals were filled and returned. This is, the rate of return of the questionnaires was 85(72 %) from teachers while it was 11(92 %) from principals. In addition to this, interview was conducted with 2 cluster school supervisors; 8 PTAs representatives were interviewed. Totally 106 respondents took part in this study. The following tables give detailed information regarding the distribution of respondents by sex, age, year of teaching & qualification and position in the secondary schools of Amaro special woreda.

4.2. Characteristics of the Respondents

As shown in table 2, item 1 from 85 teachers, the majority 76 (89.4%) of the participants were male teachers while women constituted small number 9(10.6%) compared to their male counterparts. All principals, supervisors and representative of PTAs were male. This indicates that even though there is no female participation in school leadership. So the schools and Woreda Education Offices are expected to encourage women/females to engage in both the teaching profession and leadership through different systems.

With regards to the distribution of respondents by age as indicated in Table 2 item 2, the majority of teachers 43(50.6 %) were between the age of 26-35 years and teachers who were found between the age of 36-45 years constituted 28(32.9%) of the sample while teachers belonged to below 26 & above 45 age group 11(12.9%) & 3(3.5%) of the sample respectively.

Table2. Respondents by Sex, Age and Education level

No	Item		Teachers		School leaders						Total	
					Principal		PTAs		Supervisor			
			f	%	f	%	f	%	f	%	f	%
1	Sex	Male	76	89.4	11	100	8	100	2	100	97	91.5
		Female	9	10.6	-	-	-	-	-	-	9	8.5
		Total	85	100	11	100	8	100	2	100	106	100
2	Age	< 26	11	12.9	-	-	-	-	-	-	11	10.4
		26-35	43	50.6	6	54.6	5	62.5	1	50	55	51.8
		36-45	28	32.9	5	45.4	2	25	1	50	36	34
		>45	3	3.5	-	-	1	12.5	-	-	4	3.8
		Total	85	100	11	100	8	100	2	100	106	100
3	Education level	Under diploma	-	-	-	-	5	62.5	-	-	5	4.7
		Diploma	10	11.8	-	-	-	-	-	-	10	9.4
		BCS/BA	58	68.2	8	72.7	3	37.5	1	50	70	66
		MCS/MA	17	20	3	27.3	-	-	1	50	21	19.8
		Total	85	100	11	100	8	100	2	100	106	100

Regarding school principals, the majority of principals 6 (54.6%) were above the age of 26_36 years while 5(45.4%) of the sample belonged to 35-45 years above of age group. The majority of PTA 5(62.5%) was found above the age of 26_36 years and 2(25%) was found above the age of 36_45 years but small numbers of PTA members constituted were 1(12.5%) while 1(50%) supervisors were found between the ages of 26_36years 1(50%) supervisors were found between the ages of 35-45 years above.

Table 2 item 3 further indicates that most of the educators were well qualified, the majority of teachers 58(68.2%), principals 8 (72.7%), half of the supervisors and 3(37.5%) PTAs had first degree while 17(20%) of teachers, 3(27.3%) of principals and 1(50%) supervisor had second degree. In addition to this, 10(11.8%) of teachers had Diploma and 5(62.5%) of PTAs had certificate.

Hence, almost all (80.2%) of the respondents in the selected government secondary schools Amaro zone had achieved the 1st degree and below. This level of education raises questions in the perception how the principals exercised their leadership roles. One of the important indicators of quality of education is the number of qualified teachers & principals.

This less qualification PTAs might have a negative impact on the school activities because as the qualification decrease awareness of education might also decrease. From these facts, it is possible to deduce that the majority of secondary school teachers, principals and supervisors in secondary schools of Amaro zone lacked the appropriate qualification (master's degree) required for the position they currently assigned to. In the present situation the preparation of secondary school teachers and principals are master's level.

As MOE (1994) guide line blue print, secondary schools principals and teachers must have second degree in their field of specialization for the quality of education and improvement of student's results and also for standard of grade level.

Table3. Respondents by area of Specialization, and Service Years

No	Item		Teachers		School leaders						Total	
					Principal		PTAs		Supervisors			
			f	%	F	%	f	%	F	%	F	%
1	Qualification	Educational leadership	-	-	3	27.3	-	-	1	50	4	3.8
		Academic subject	85	100	8	72.7	3	37.5	1	50	96	89
		Other	-	-	-	-	5	62.5	-	-	8	7.5
		Total	85	100	11	100	8	100	2	100	106	100
2	Experience in year	≤5	28	32.9	-	-	5	62.5	-	-	33	31.1
		6-15	38	44.7	3	27.3	-	-	2	100	43	40.7
		16-25	16	18.8	8	72.7	3	37.5	-	-	27	25.5
		>26	3	3.5	-	-	-	-	-	-	3	2.8
		Total	85	100	11	100	8	100	2	100	106	100

Under Table 3 item 1 in terms of their field of study, the data on the part of teachers shows that 10(11.8%) were diploma not professional enough, they are below standard. As regard to the principals 8(72.7%) were graduated in different academic subject areas, only 3(27.3%) were graduated in educational planning in management. As the data shows, majority of Schools are not headed by professional principals. The Principal is key element in school leaderships. Without well qualified professional principal achieving high standard of educational goal will be threatened Mc Ewen, (2003 cited in Tigist, 2018).

Such representation of respondents from different levels of education and qualification will have its contribution to the study, i.e., teachers' representation from different levels and fields of specialization makes their assessment of leaders' principal leadership effectiveness more reliable and unbiased. The leaders' distribution or representation from different level and specialization also help test whether these characteristics can contribute to leader's success in instructional leadership role. Although, consensus has not been reached about the contribution of training in educational courses like curriculum and instruction, supervision, and measurement and evaluation to instructional leadership effectiveness, this study attempts to test whether such courses offerings can tell us something about the effectiveness of leaders in this role.

Table 3 item 2 also shows that 28(32.9%), 38(44.7%), 16(18.8%) and 3(3.5%) of teachers in this sample had below 6 years, between 6-15 years, 16-25 years and above 26 years of teaching experience respectively. Also 3(27.3%) and 8(72.7%) of principals had 6-15 year of working experience respectively. Similarly PTAs, had 5(62.5%) and 3(37.5%) of them below 6 years and 16-25 years of working experiences respectively. Moreover, the majority of supervisors 2(100%) and had 6-15 years of working experience. This suggests relatively a large number of educators have high working experiences.

4.3. Principals' leadership effectiveness in different functions of the school

4.3.1 The extent of setting of goals and vision

According to a "effective principals" report published by UK-based Education Development Trust, "Effective principals provide a clear vision and sense of direction for the school. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students". They have

a goal that they can unite a team around and a plan to help them get there. Not just that, but they are able to clearly articulate their school vision and goals.

Table 4: The principals Leadership effectiveness in the vision & planning

N O	Item	Responses					M	
		N	Rating scale in %					
			1	2	3	4		5
1	Develop clear and specific plan	96	7.3	14.6	38.5	34.4	5.2	3.16
2	Develop simple, measurable, achievable, realistic and time bounded Plan	96	6.3	21.9	44.8	22.9	4.2	2.97
3	Ability to communicate vision of the plan	96	9.4	25.0	40.6	22.9	2.1	2.83
4	Implementation status depending on annual planning	96	6.3	24.0	39.6	25	5.2	2.99
5	The principal is capable in setting directions and encouraging the staff towards achieving the expected goals	96	10.4	19.8	38.5	25.0	6.3	2.92
	Grande mean							2.97

Key: 5= Very high, 4= high, 3= moderate, 2= low and 1= very low

: response, Very low effective ≤ 1.49 , low effective, 1.5-2.49, moderate 2.5-3.49, effective 3.5-4.49 and Very effective 4.5-5.00 %= percentage, M= Mean **Sources**

According to the data in Table 4 item1, the majority 38.5% of teachers and principals believed that principals develop clear and specific plan were at moderate level. Whereas 7.3%, 14.6%, 34.4% and 5.2 %of respondents believed that school leaders' performance in this aspect was at very low effective, low effective, effective and high effective level respectively. The mean scores is also 3.16. The interview with supervisors and PTAs also showed that the principals have low skill to develop clear and specific plan. By Supporting this idea one supervisor informed that: "school principals were not enough skill because last 2-3 year grade 10 and 12 national exam result indicates below the average.

Chance, (cited in Seyoum 2014) also described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools.

As shown in items 2 table 4, the majority 44.8% of teachers and principals believed that principals develop simple, measurable, achievable, realistic and time bounded Plan were at

moderate level. Whereas 6.3%, 21.9%, 22.9% and 4.2% of respondents believed that school leaders performance in this aspect was at very low effective, low effective, effective and high effective level respectively. The grand mean scores were 2.97(moderately effective). The responses also show there were problems in educational leadership practices in effective planning. One of the interviewed respondents Supervisor has explained to say:

The leader have a problem in developing clear and specific plan, facilitate stockholders participation in planning, developing simple-measurable achievable- realistic- time bounded plan, ability to communicate vision of the plan, implementing status depending on annual planning and regular staff meeting to discuss about the plan.

Hence, from the above quantitative and interview response, one can understand that educational leaders practice is less effective in planning in government secondary schools in Amaro secondary high schools.

As shown in items 3 table 4, the majority 40.6% of teachers and principals believed that principals ability to communicate vision of the plan were at moderate level. Whereas 9.4%, 25%, 22.9% and 2.1% of respondents believed that school leaders performance in this aspect was at very low effective, low effective, effective and high effective level respectively.

As depicted in Table 4 item4, the majority 39.6% of teachers and principals believed that principals Implementation status depending on annual planning were at moderate level. Whereas 6.3%, 24%, 22.9% and 5.2% of respondents believed that school leaders performance in this aspect was at very low effective, low effective, effective and high effective level respectively.

According to the data in Table 4 item 5, the majority 38.5% of teachers and principals believed that principals were capable in setting directions towards achieving the expected educational goals at moderate level. Whereas 10.4%, 19.8, 25% and 6.3 of respondents believed that school leaders" performance in this aspect was at very low effective, low effective, effective and high effective level respectively. The school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders and nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders.

4.3.2 Principals Leadership effectiveness at instructional skill

Table 5: The principals Leadership effectiveness in the instructional skill

N O	Item	N	Responses					M
			Rating scale in %					
			1	2	3	4	5	
1	The extent to which school leaders make the school conducive and participatory environment	96	8.3	24.0	38.5	24.0	5.2	2.94
2	Give meaning to collect data	96	-	19.8	52.1	26.0	2.1	3.1
3	Ability to prioritize problems	96	2.1	21.9	44.8	29.2	2.1	3.07
4	Ability to evaluate various alternatives	96	6.3	24.0	44.8	21.9	3.1	2.92
5	Set a standard for each activity to be completed on time	96	38.4	30.4	27.1	4.2	-	2.04
	Grand mean							2.81

The data in table 5, item 1 stated above illustrated that the majority of respondents responded that principals had the extent to which school leaders make the school conducive and participatory environment 38.5% moderately effective level; whereas 8.3%, 24%, 24% and 5.2% of teachers and principals rated very low effective, low effective and very effective respectively. The mean value is also indicates 2.94 (moderately effective).

The interview conducted with secondary school supervisors they confirmed the idea of respondents that the school environment was conducive. Similarly, the result from PTAs indicates school environment were conducive and safe, no harassment besides, there was minute in which they discussed about peacefulness of school compound. This showed that the school leadership was a key person to make school compound conducive and participatory for successfulness of principals' leadership effectiveness.

From the discussion the researcher observed that there was a good attempt of the school leader who tried to make the school environment conducive and participatory.

As indicated in item 2 of the same Table above illustrated that the majority of respondents responded that principals give meaning to collect data was 52.1% moderately effective level; whereas, 19.8%, 26% and 2.1% of teachers and principals rated low effective, effective and very effective respectively. The mean value is also indicates 2.94 (moderately effective).

Table 5 item 2 indicates the respondent's ranked 19.8% good, 52.1% Very Good, 26.0% High, and 2.1% Very high. The mean is also 3.1 (moderately effective). This shows that, generally

most respondents rated that the principal give meaning to collect data is very good and high. The mean values indicated also 3.10 high, but this is not at the effective level.

As depicted in Table 5 item 3 of above, the majority 44.8% of the respondents were agreed that principals identify priority at moderately effective level and the rest 29.2%, 29.2%, 21.9% and 2.1% of respondents supported that school principals identify priority at high and moderate level respectively. Also the mean shows 3.07 moderately effective. Supporting this idea, Seyum, A. 2014 cited (Hopkins et al., 2005) explained that competing priorities are some of the factors that prevent school improvement from occurring. Therefore, the result indicated that the emphasis that school leaders of secondary schools of the Amaro zone gave to prioritize activities before planning was not effective and this might affect the principals' effectiveness progress.

As indicated in item 4 of the same Table above, indicates, the majority of respondent's responded 44.8% moderately effective and the rest 6.3%, 24%, 21.9%, and 3.1% of respondents' response very low effective, low effective, effective, and very effective level respectively. The mean is also indicates 2.92 (moderately effective).

As can be observed from item 5 of the same Table above indicates the majority of respondent's responded 38.4% very low effective and the rest 30.4%, 27.1%, and 4.2% of respondents' response low effective, moderately effective, and effective level respectively. The mean is also 2.08 (low effective). This shows that there is a less principal's leadership effectiveness practice in decision making process in government secondary schools in Amaro woreda SNNR.

As depicted in Table 6 item 1 of above, the majority of respondent's responded 41.7% moderately effective were agreed that principals are moderately effective specialized and experienced in the field related to instructional leadership and the rest 7.3%, 37.5%, and 13.5% of respondents agreed very low effective, low effective and effective level respectively. The mean is also indicates 2.61 (moderately effective).

As can be observed in Table 6 item 2 of above, the majority of respondent's responded 39.6% moderately effective were agreed that principals were prepared Workshop, Seminars and trainings related to instructional leadership to improve their advisory status and the rest 9.4%, 21.9%, 27.1%, and 2.1% of respondents agreed very low effective, low effective, effective and very effective level respectively. The mean is also indicates 2.91 (moderately effective).

Table 6: The principals Leadership effectiveness in the instructional skill

N O	Item	N	Response					M
			Rating scale in %					
			1	2	3	4	5	
1	Principals are specialized and experienced in the field related to instructional leadership.	96	7.3	37.5	41.7	13.5		2.61
2	Workshop, Seminars and trainings related to instructional leadership were prepared to improve their advisory status.	96	9.4	21.9	39.6	27.1	2.1	2.91
3	In service training has been arranged for principals to advance their profession	96	10.4	19.8	37.5	27.1	5.2	2.97
4	Principals are skillful in applying different instructional technology for classroom instruction	96	15.6	25.0	44.8	13.5	1.0	2.76
5	Principals have effective communication skills to deal with teachers and students	96	4.2	18.8	35.4	31.3	10.4	3.25
6	Principals have decision-making and time management skill	96	5.2	15.6	41.7	32.3	5.2	3.17
7	Principals have sufficient knowledge and skill to conduct action research evaluation	96	22.9	38.5	34.4	4.2		2.20
	Grand mean							2.87

As depicted in Table 6 item 3 of above, the majority of respondent's responded 37.5% moderately effective were agreed that principals had in service training has been arranged for principals to advance their profession and the rest 10.4%, 19.8%, 27.1%, and 5.2% of respondents agreed very low effective, low effective, effective and very effective level respectively. The mean is also indicates 2.97(moderately effective).

As indicated in item 4 of the same Table above, the majority of respondent's responded 44.8% moderately effective were agreed that principals had in service training has been arranged for principals to advance their profession and the rest 10.4%, 19.8%, 27.1%, and 5.2% of respondents agreed very low effective, low effective, effective and very effective level respectively. The mean is also indicates 2.97(moderately effective).

As can be observed in Table 6 item 5 of above, the majority of respondent's responded 35.4% moderately effective were agreed that principals had effective communication skills to deal with teachers and students and the rest 4.2%, 18.8%, 31.3%, and 10.4% of respondents agreed very low effective, low effective, effective and very effective level respectively. The mean is also indicates 2.97(moderately effective).

As depicted in Table 6 item 6 of above, the majority of respondent's responded 41.7% moderately effective were agreed that Principals have decision-making and time management skill and the rest 5.2%, 15.6%, 32.3%, and 5.2% of respondents agreed very low effective, low effective, effective and very effective level respectively. The mean is also indicates 3.17(moderately effective).

As indicated in item 7 of the same Table above, the majority of respondent's responded 38.5% low effective were agreed that Principals have sufficient knowledge and skill to conduct action research evaluation and the rest 22.9%, 63.4%, and 4.2% of respondents agreed very low effective, low effective, and effective level respectively. The mean is also indicates 2.20(low effective). This result showed that school principals were low effective professionally qualified as instructional leaders in relation to pedagogical knowledge and skill, time management and decision making skill, goal setting, problem solving, action research, communication, preparing work shop, seminar, using instructional technology as well as applying different teaching methodology and assessment techniques. Because the grand mean is 2.87(moderately effective in their main role).

Similarly, information obtained through interviews with 2 supervisors and 8 PTAs were incorporated to see the professional qualifications of principals and how they were assigned to the principal ship position in their school. Concerning this question, the majority of them agreed that there are principals in the study area assigned to the principal ship position through experience in teaching than leadership qualification. Hence, it is possible to determine that school principals in Aamaro zone qualified although they failed to implement their roles due to adequacy of budget hadn't got support from educational officers and shortage of time for support. In the present situation the preparation of secondary school principals is instructional leadership in master's level.

4.3.3 The Practice of Principals in Forming Relationship within the School Community

Furthermore, principals in their school should form good relationship and work with everyone in the school compound. A formal structure is established indicating division of labor among the people in the school in order to attain preset goals in the organization. Hence, forming relationship with individuals within the school and outside the school is a crucial indicator and supporter for the sustainability of effective leadership. In addition, the dynamic nature of social progress and fast advancement in many spheres of life there is no best leadership it depend the situation and has to use the typology of leadership.

Table7: Principals Leadership Effectiveness in Relationship to school Community

N O	Item	N	Response					M
			Rating scale in %					
			1	2	3	4	5	
1	Understanding of the needs and concerns of the school	96	5.2	17.7	46.9	24.0	6.3	3.08
2	Treating individuals fairly and with respect	96	5.2	33.3	37.5	22.9	1.0	2.81
3	Maintain positive and productive relationship with all the school community	96	13.5	31.3	38.5	10.4	6.3	2.65
4	Listen to and communicate with all academic and administrative staff	96	5.2	19.8	41.7	28.1	5.2	3.08
5	Demonstrate interpersonal openness	96	7.3	18.8	39.6	30.2	4.2	3.05
6	Administration procedures are followed in the school equally	96	6.3	25.0	35.4	27.1	6.3	3.02
7	Trust and delegate tasks to others subordinate	96	6.3	21.9	47.9	18.8	5.2	2.95
8	Communicating with parents to obtain resources	96	8.3	16.7	38.5	27.1	9.4	3.13
9	Participating parents in decisions making	96	3.1	24.0	41.7	20.8	9.4	3.13
10	The extent to which principals maintain good working relationship with teachers and staff members	96	21.9	14.6	32.3	25.0	6.3	2.79
11	The principal works for change and improvement in the schools	96	12.5	26.0	39.6	17.7	4.2	2.75
	Grand mean							2.94

As can be seen form Table 7 item 1 the current involvement of the community in identification of understanding of the needs and concerns of the school as rated by the respondent entirely

moderate detected by a weighted mean value of 3.08. A collaborative planning gives chance for every stake holder to contribute for effective implementation of the community participation such as Teachers, PTSA, and KETB & SIC by identifying need assessment and planning process was not effective active.

As illustrated in table 7 item 2 the majority (37.5%) of teachers and principals agreed that treating individuals fairly and with respect encourage teachers to held the schools testing practice as integral part of the total instructional process the treating it as a separate function at low level. The calculated mean of respondents is 2.81 moderately effective.

Regarding to table7 iteme3 maintain positive and productive relationship with all the school community in supporting the school administrative such as solving teachers, students discipline, economic, social and political problems in delegating power of the school were rated a moderate with mean values of 2.65 moderately effective.

As can be observed from in table 7 item 4 above the majority 34(41.7%) of respondents agreed that the extent to principals or assistant principals were listen to and communicate with all academic and administrative staff moderately effective to staff, student and parents.

As can be observed from in table 7 item 5 above the majority (39.6%) of respondents agreed that moderately effective in demonstrate interpersonal openness that principals are concerned for personal wellbeing of staff (personal support). Abroad and long standing consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Principals play a major role in developing "professional community "of teachers who guide one another in improving instruction (The Wallace Foundation 2011).

Furthermore, the result of the interview with supervisor showed that they had good relationship with their staff members. Moreover, they believed that their relationship with their staff member significantly affect the effectiveness of the principal ship as well as the school performance. One school supervisor for instance, said, As long as I know, they have good relationship with their staff and it is one criterion to be effective school principal. I know that effectiveness in school needs interpersonal skill. You are supposed to positively influence the school through your school community. Therefore, they always strive to build good

relationship with their subordinates [to mean vice directors] and among all their staff.
Interview # 4(February15, 2020)

As depicted in Table 7 item 6 of above, the majority of respondent's responded 35.4% moderately effective was agreed that principals had in administration procedures are followed in the school equally. The mean value is also indicates 2.97(moderately effective).

As depicted in Table 7 item 7 of above, the majority of respondent's responded 47.9% moderately effective was agreed that principals had trust and delegate tasks to others subordinate. The mean value is also indicates 2.95(moderately effective).

As indicated in item 8 of the same Table above, the majority of respondent's responded 38.5% moderately effective level was agreed that principals had communicating with parents to obtain resources. The mean value is also indicates 3.13(moderately effective).

As depicted in Table 7 item 9 of above, the majority of respondent's responded 41.7% moderately effective level was agreed that principals had participating parents in decisions making. The mean value is also indicates 3.13(moderately effective).

The data in table 7, item 10 stated above illustrated that the majority of respondents responded that principals had the extent to which principals maintain good working relationship with teachers and staff members were rated 32.3% moderately effective level; whereas 21.9%, 14.6%, 25.0% and 6.3% of teachers and principals rated very low effective, low effective and very effective respectively. The mean value is also indicates 2.75(moderately effective).

In support to this, one of the supervisors replied, here, all of you [to refer the descants] know that with regard to the relationship between the leaders of the school and the staff or the teachers, there are so many problems. Some school leaders have no smooth and fair relation with some of the staff. There are some teachers in this school who are working simply get salary. They are working until they get better school or work. They are dissatisfied with the relationship found in the school ...Regarding to table7 item 11 of above, the majority of teachers and principals responded that principals had the principal works for change and improvement in the school were rated 39.6% moderately effective. The mean value is also indicates 2.75(moderately effective).

Finally, the grand mean value of principals and teachers respondents 2.94 which is < 3.49 indicates both respondents replied that school principal at moderate effective level. From this data we can realize that school principal lead in practices effectiveness of principals in

forming relationship school community is an encouraging but need further action not at effective level.

4.3.4 Effectiveness of Principals in Fostering Professional Development

Teacher's professional development is the result of the learning opportunities organized for teachers in the school system. The best way to help staff members change and update their practices, learn new skills and approaches, and function more productively to plan and implement professional development programs. Data were gathered on this issues as indicated below.

The data in table 8, item 1 stated that the majority of respondents responded that principals had encourage action research in the school 32.3% very low effective level; whereas 27.1%, 30.2%, 8.3% and 2.1% of teachers and principals rated low effective, moderately effective, effective and very effective respectively. But the mean value shows 2.21 (low effective).

Additionally, the results from interview with supervisors clearly revealed that minority of teachers and principals had carried out action research regardless of its implementation for which it was, intended. Additionally, document analyzed showed that there were a number of action researches made by teachers but put on the shelf with no implementation. But principal of one school stated, Action research is a required activity, as stipulated by a ministry of education, for all higher teachers to transfer to the next level through career structure. Therefore, we encourage and support teachers do the research; as a result they are solving problems encountered by the teachers during teaching and learning process as well as student performance.

Regarding to table 8 item 2 of above, majority of teachers and principals expressed their idea that principals encouraging teachers to use different instructional strategies and skills were rated 33.3 % (very low effective) ; whereas 14.6%, 22.9%, 25% and 3.1% of teachers and principals rated low effective, moderately effective, effective and very effective respectively. But the mean value shows 2.79(moderately effective).

As indicated in item 3 of the same Table above, majority of teachers and principals expressed their idea that principals arrange skills development programs (workshops) for teachers were rated 34.4% (very low effective) ; whereas 24%, 24%, 14.6% and 3.1% of teachers and

principals rated very low effective, moderately effective, effective and very effective respectively. But the mean value shows 2.39(low effective).

As depicted in Table 8 item 4, majority of teachers and principals expressed their idea that principals the extent to which principals identify training needs of teachers and provide short term training in school level were rated 35.4% (very low effective) ; whereas 13.5%, 31.3%, 15.6% and 4.2% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 2.66(low effective).

Table 8: Leading Professional Development

N O	Item	N	Response					M
			Rating scale in %					
			1	2	3	4	5	
1	Encourage action research in the school	96	32.3	27.1	30.2	8.3	2.1	2.21
2	Encouraging teachers to use different instructional strategies and skills	96	14.6	22.9	33.3	25.0	3.1	2.79
3	Arrange skills development programs (workshops) for teachers	96	24.0	34.4	24.0	14.6	3.1	2.39
4	The extent to which principals identify training needs of teachers and provide short term training in school level	96	13.5	31.3	35.4	15.6	4.2	2.66
5	Organize experience sharing programs among colleagues	96	5.2	14.6	53.1	22.9	4.2	3.06
6	Plan and execute in service programs for staff (CPD)	96	1.0	16.7	32.3	41.7	8.3	3.40
7	Provide administrative support to inbuilt supervision	96	11.5	22.9	38.5	20.8	6.3	2.88
8	Solving problems collaboratively	96	7.3	28.1	46.9	13.5	4.2	2.79
9	Provide constructive comments to teachers through evaluation	96	6.3	24.0	41.7	25.0	3.1	2.95
10	The extent to which principals need to motivate all individuals who are eligible to take part in the CPD program	96	9.4	20.8	44.8	24.0	1.0	2.86
	Grand mean							2.8

Additionally, successive interviews with supervisors indicated that there were minor endeavors in planning and executing training programs on professional development. In support to this one of the supervisors responded, in my cluster schools different skill development programs have been practices. The main focus of the professional development

program in our school is build up the capacity of teachers by scaling up their knowledge and skills, improving the teaching learning atmosphere, and promoting the significance of school effectiveness. The trainings are given through continuous professional development program (CPD) on: school based workshop, \school improvement programs, how to produce teachers' portfolio, and how to carryout continuous assessment. Here, role of principals is to plan CPD by conducting needs assessment and facilitating the program.

Regarding to table 8 item 5 , majority of teachers and principals expressed their idea that principals Organize experience sharing programs among colleagues were rated 53.1% (very low effective) ; whereas 5.2%, 14.6%, 22.9% and 4.2% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 3.06 (moderately effective).

As indicated in item 6 of the same Table above, majority of teachers and principals expressed their idea that principals Plan and execute in service programs for staff (CPD)were rated 41.7% (very low effective) ; whereas 1%, 16.7%, 32.3% and 8.3% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 3.4(low effective).

As depicted in Table 8 item 7, majority of teachers and principals expressed their idea that principals provide administrative support to inbuilt supervision were rated 38.5% (very low effective) ; whereas 11.5%, 22.9%, 20.8% and 6.3% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 2.88(moderately effective).

As indicated in item 8 of the same Table above, majority of teachers and principals expressed their idea that principals solving problems collaboratively were rated 46.9% (very low effective) ; whereas 7.3%, 28.1%, 13.5% and 4.2% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 2.79(moderately effective).

Regarding to table 8 item 9, majority of teachers and principals expressed their idea that principals Provide constructive comments to teachers through evaluation were rated 41.7% (very low effective); whereas 6.3%, 24%, 25% and 3.1% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 2.95(low effective).

The data in table 8, item 10 stated above illustrated that the majority of respondents responded that principals had the extent to which principals need to motivate all individuals who are eligible to take part in the CPD program were rated 44.8% moderately effective level; whereas 9.4%, 20.8%, 2.4% and 1% of teachers and principals rated very low effective, low effective and very effective respectively. The mean value is also indicates 2.86 (moderately effective). Besides the grand mean value of principals and teachers respondents 2.86 which is < 3.49 indicates both respondents replied that school principal at moderate effective level. From this data we can realize that school principal lead in practices effectiveness of principals in fostering professional development is an encouraging but need further action.

4.4. The major administrative factors hindering principal's leadership effectiveness

Table 9: The administrative factors hindering principal's leadership effectiveness

N O	Item	N	Response					M
			Rating scale in %					
			1	2	3	4	5	
1	Lack of finance	96	32.3	27.1	30.2	8.3	2.1	2.21
2	Lack of training in school leadership management	96	14.6	22.9	33.3	25.0	3.1	2.79
3	Shortage of teaching materials such as text book, stationary	96	24.0	34.4	24.0	14.6	3.1	2.39
4	Insufficient school facilities (lack of laboratory, library and pedagogical centers.)	96	13.5	31.3	35.4	15.6	4.2	2.66
5	School leaders are usually over burdened on administrative issues rather than educational tasks	96	5.2	14.6	53.1	22.9	4.2	3.06
6	Shortage of commitment from the principals	96	1.0	16.7	32.3	41.7	8.3	3.40
7	Lack of participation of stakeholders	96	11.5	22.9	38.5	20.8	6.3	2.88
8	Poor technical support from Woreda education office	96	7.3	28.1	46.9	13.5	4.2	2.79
9	Availability of man power in the school	96	6.3	24.0	41.7	25.0	3.1	2.95
10	The degree to which class rooms are suitable for teaching learning processEncourage action research in the school	96	9.4	20.8	44.8	24.0	1.0	2.86
	Grand mean 2.8							2.8

As depicted in Table 9 item 1, majority of teachers and principals expressed their idea that principals had lack of finance for instructional process accordingly as necessary, rated 35.4% (moderately effective) ; whereas 6.3%, 20.8%, 26.5% and 11.5% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 3.16(moderately effective).

Regarding to table 9 item 2, majority of teachers and principals expressed their idea that principals had lack of training in school leadership management were rated 43.8% (moderately effective) ; whereas 6.3%, 19.8%, 24% and 6.3% of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 3.04(moderately effective).On the other hand, the document analysis indicated that all principals had educational backgrounds that were less relevant to the duties and responsibilities of school leadership. Among the twelve principals, except five (with Law background), seven of them have not taken any training related to leadership. Also out of twelve principal's only three are second degree holders in different subject area.

Shows item 3 table9, majority of teachers and principals expressed their idea that principals had shortage of teaching materials such as text book, stationary were rated 40.6% (low effective) ; where as 10%, 31.3%, and 17.7% of teachers and principals rated very low effective, moderately effective, and effective respectively. But the mean value shows 2.56(moderately effective).

As shows item 4 table 9, majority of teachers and principals expressed their idea that principals had insufficient school facilities (lack of laboratory, library and pedagogical centers. were rated 40.6% (low effective) ; whereas 22.9%, 26%,9.4% and 1% of teachers and principals rated very low effective, moderately effective, effective and very effective respectively. But the mean value shows 2.25(low effective).

Regarding to table 9 item 5, majority of teachers and principals expressed their idea that principals are usually over burdened on administrative issues rather than educational tasks were rated 44.8% (low effective) ; whereas 8.3%, 30.2%, and 16.7% of teachers and principals rated very low effective, moderately effective, and effective respectively. But the mean value shows 2.56(low effective).

As can be observed from item 6 table 9, majority of teachers and principals expressed their idea that principals had shortage of commitment from the principals were rated 41.7%

(moderately effective) ; whereas 8.3%, 30.2%, and 16.7% of teachers and principals rated very low effective, moderately effective, and effective respectively. But the mean value shows 2.56(low effective).

As can be observed from item 7 table 9, majority of teachers and principals expressed their idea that principals had lack of participating of stakeholders were rated 40.7% (moderately effective) ; whereas 6.3%, 26%, 19.8% and 7.3%, of teachers and principals rated very low effective, moderately effective, and effective respectively. But the mean value shows 2.56(low effective).

The response from the interview of PTA representative stated that,

“The parents are interested in supporting education of their children but they do not have time &finance. On the other hand, they are illiterates and do not know how to help their children at home in their educational activities”.

As indicated in item 8 of the same Table above, majority of teachers and principals expressed their idea that principals had get poor technical support from Woreda education office were rated 36.5% (moderately effective) ; whereas 6.3%, 29.2%, 24% and 4.2%, of teachers and principals rated very low effective, low effective, effective and very effective respectively. But the mean value shows 2.56(low effective).

Regarding to table 9 item 9, majority of teachers and principals expressed their idea that principals had availability of man power in the school were rated 47.9% (moderately effective) ; whereas 36.5%, 14.6%, and 1%, of teachers and principals rated low effective, effective and very effective respectively. But the mean value shows 2.8(low effective).

In item 10 of the same Table, majority of teachers and principals expressed their idea that the school had the degree to which class rooms are suitable for teaching learning process were rated 34.4% (moderately effective) ; whereas 8.3, 29.2%, 18.8%, and 9.4%, of teachers and principals rated low effective, effective and very effective respectively. But the mean value shows 2.92(low effective).

Finally, in their responses to the open ended questions, interview and document analyses respondents suggested that the following possible solutions the problems rose:

1. Allocating adequate financial resources to schools and full filling school facilities.
2. Developing awareness creation for stake holders concerning to school leadership effectiveness.

3. Creating strong partnership with partner organization for financial, technical and other necessary support needed to raise quality of educations
4. Providing continuous monitoring and evaluation for schools.
5. Participating community members is not only to support school, but also to lead schools so as to develop sense of ownership.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter five deals with the summary of the major findings, the conclusions drawn based on the findings and recommendations that the researcher proposes and assumed which will go a long way to help improve principal leadership effectiveness in secondary schools in Amarozone SNNR.

5.1. Summary

The main purpose of the study was to examine principals' leadership effectiveness in government secondary school in Amaro Zone. To meet this purpose, research questions related to leadership practice, institutional and situational factors that affect effectiveness of principals were considered. Regarding study population and the sample, currently, Amaro zone has eight governmental secondary schools. The researcher included all these schools in the study and selected his samples from all schools. From the eight schools the researcher selected 122(50%) of the teachers using simple random sampling, 12(100%) school principals/vice principals, 2(100%) supervisors and eight PTA representatives using purposive sampling technique. To collect primary data, questionnaire with closed and open-ended questions and interview were used. Besides, necessary documents were consulted to obtain secondary data. The quantitative data obtained from close-ended questions were edited, organized, tabulated, and then analyzed by using frequency, percentage and mean value. Data collected through interview, open-ended questions were organized into meaningful theme and transcribed to support, triangulate, and crosscheck data gathered using other tools.

To address these basic questions of the study, descriptive survey research design was employed. To achieve this purpose, the following basic questions were raised.

1. What is the level of principals' leadership effectiveness in setting vision and goal of the schools?
2. What extent are principals effective in forming relationship among the internal staff of the school and its community?
3. How far effective or successful are the principals in undertaking professional developments?

4. What are the major factors influencing principals' leadership effectiveness in the schools of Amaro Zone?

According to the data analysis, the following major findings were obtained:

1. The school principals' practices in developing simple, measurable, achievable, realistic and time bounded plan were (moderately) mildly effective it was reported that most of the principals, teachers and school leadership facilitating stake holders were all low effective at preparing a plan. Clear preparation of plans were not observed in the schools overall.
2. It was also seen that there is a low relationship and integration between stakeholders, school leadership, school staff and the community. Regarding principals' interpersonal skill, it was found that there was moderate attempt form relationship among the staff of the schools. This again indicated that lack of strong interpersonal relationship between the principals and their subordinates and the teachers was one problem of shortage of integrated efforts in the schools. Hence, lack of interpersonal relationship among the staff might have been causing unorganized efforts of the school towards the vision, goals and mission of the school. As a result of this problems that occurred in the schools could not be solved in the schools. So the extent to which the principals forming a relationship among the school staff and the community is very low.
3. As it was understood from the analysis, the school principals concerning to their qualification; 9(75%) of the school principals in the government secondary schools of Amaro zone were not qualified in educational planning and management. The educational leaders were poor in inviting change innovation and ability to mobilize stakeholders to bring change and create an environment to promote development. School principals were poorly rated in their practice of staff development in developing mechanism by which competent teachers share their experience with colleagues, in providing short term training by preparing academic meeting and workshop, in reading current educational publication and encouraging teachers to attend professional development program.

4. Effectiveness of school principals is being influenced by different contingent factors both within and outside the schools. These included shortage of finance, shortage of the needed resources, engaging and using more time for routine works, lower commitment of both teachers and principals, lower of competencies of the principals due to the shortage of relevant and timely professional training ...

5.2 Conclusion

Principals' capability to develop clear and specific plan, facilitate stakeholders' participation in planning, ability to communicate vision of the plan and Implementation status depending on annual planning were low effective. Principals by themselves agreed that they were in a poor performance in inviting change and innovation. As the study revealed that school leaders and teachers did not make decisions openly and also teachers were not participating in decision making and facilitate the communication to the members of the school to attain the desired objectives. Therefore, we can determine that school objectives cannot be achieved effectively. The principals also poorly performed in their ability to mobilize stakeholders, invite change and innovation.

Principals are not good in evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results. Without evaluating the ongoing achievement of the teaching-learning process it is difficult to make effective leadership.

Concerning the qualification, many school leaders in government secondary schools of Amaro zone are not qualified with principal leadership. So principal's performances have a negative impact in the attainment of the educational goals of the schools.

The teachers were not encouraged to actively participate in all activities of the school; parent participation and higher officials support to the sector were low. Hence the teachers were less capable of; getting professional development, sense of ownership, better understanding and involvement on what the school is doing.

The staff development program was not well practiced in the schools. Staff development is important for teachers to gain skills, new things and new experiences through CPD, short term

training, best experience exchanges, workshops and academic seminars. But staff development program was not performed well in the schools, the school improvement program was not held properly, even though allocating appropriate budget for staff development program was still crucial to achieve the goal.

The major constraints were lack of finance, identification and allocation of resources in order to support the students and the staffs on their teaching learning process were not well done.

School principals develop plan for resource utilization lead to be creative effort in using them to gain support for keeping the standards of teaching learning process. Principals perform the use of resources effectively with the desired objectives of the school. .

5.3 Recommendations

Depending on the results of the study and the review of related literature, the following recommendations are put forward.

To increase the commitment of principals by working with leadership training institutions to re-examine the selection, promotion and appointment procedures of instructional leaders in the secondary schools. This might include introducing leadership, career structure and clear promotion and appointment policy that are based on merit, interest, and experiences. The structure of secondary schools should be revised. This might include assessing administrative assistance that would support the school leadership by handling administrative routines of the school to the extent of modeling best instructional practices. Further research and studies should be done on principal leadership effectiveness to inform policy formulation.

Heavy work load has been found impeding principals' effort to support the teaching learning process in their capacity. Administrative assignments other than the official instructional role were absorbing their time and effort. Thus, it would be good if the principals were to be less focused on issues other than the growth and development of the school community.

To realize environment in schools, involvement and participation of stakeholders is essential. Parents' involvement in schools' affairs has been found to be low. Thus, principals including the concerned body need to inform and influence parents relentlessly for their more involvement in the school affairs. Moreover, principals themselves need to work more with

parents. It is recommended to give opportunity to stakeholders to participate and give responsibilities in coordinating parents, students, teachers, school board, PTA, government organization and different non organizations (NGO's).

Educational leadership is a profession which has its own theories and implications. Therefore, secondary school principals should be recruited based on their educational merits.

Regular evaluation of instructional process is one aspect of the role of effective principals. Moreover, using evaluation result to improve instructional process is what makes complete this aspect of principals' role in promotion of instructional process. However, even if principals carried out regular evaluation result in the teaching-learning process, they were not using evaluation results to enhance the instructional process. Hence, principals must use evaluation results to improve teaching-learning process rather than using it only for judgments and reporting.

Schools are organizations where different school communities exist to work together for the attainment of schools' goals and objectives which are not possible for principals alone. However, principals were not participative in involving and working with school communities in different school affairs. Hence, principals must work together with school communities in different school affairs by involving them. To sum up, further study and due attention should be given to school leadership by responsible bodies so as to address the challenges more adequately and to invest for the future betterment of the coming generation.

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APPENDICES

APPENDIX A

DILLA UNIVERSITY POST GRADUATE PROGRAM INSTITUTE OF EDUCATION
AND BEHAVIORAL SCIENCE

Questionnaire to be filled by principals, vice principals, and teachers.

General Direction:

Dear respondent;

The main purpose of this questionnaire is to investigate Principal Leadership Effectiveness in selected Government Secondary Schools of Amaro Zone SNNPR. Through this questionnaire, I would like to get your view regarding the leadership effectiveness of your principals at your school. Since the information you provide will serve as a basis to identify Principals Leadership effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study. I would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your responses to the best of your knowledge.

- Note:**
1. No need to write your name.
 2. For every item, you have to give only one answer.
 3. Every response is given based on your school context.

Thank you in advance for all your cooperation.

Instruction I: Background information of the respondent

Please respond to the following questions by putting (x) mark in the box.

1. Name of the school _____
2. Sex: Male Female
3. Age: under 26 , 26 - 35 years , 36-45 years , Above 45 year's
4. Level of education: Below diploma Diploma B A/BSC MA/MSc
5. Qualification: Educational leadership Academic subject Other
6. Your work experience in teaching (in yrs) : \leq 5 6-15 16-25 26-35 >36
7. Your capacity/position now in the school: Teacher Principal (Vice principal)

Instruction II: The following are the major dimensions which suppose to measure Principals effectiveness at your school. Please read each statement carefully and put tick “x” mark in each rating scale.

No	For each Item Response 1=Very Low Effective, 2=Low Effective, 3=Moderate, 4=Effective, 5=Very Effective	Degree of response				
		1	2	3	4	5
	1 The extent of setting of goals and vision Your school					
8	Develop clear and specific plan					
9	Develop simple, measurable, achievable, realistic and time bounded Plan					
10	Ability to communicate vision of the plan					
11	Implementation status depending on annual planning					
12	The principal is capable in setting directions and encouraging the staff towards achieving the expected goals					
13	The extent to which school leaders make the school conducive and participatory environment					
14	Give meaning to collect data					
15	Ability to prioritize problems					
16	Ability to evaluate various alternatives					
17	Set a standard for each activity to be completed on time					
	The professional qualification of school principals as instructional leaders					
18	Principals are specialized and experienced in the field related to instructional leadership.					
19	Workshop, Seminars and trainings related to instructional leadership were prepared to improve their advisory status.					
20	In service training has been arranged for principals to advance their profession					
21	Principals are skillful in applying different instructional technology for classroom instruction					
22	Principals have effective communication skills to deal with teachers and students					
23	Principals have decision-making and time management skill					
24	Principals have sufficient knowledge and skill to conduct action research evaluation					
	3. Relationship with the school community Your school leaderships is effective at					
25	Understanding of the needs and concerns of the school Birhanuge					
26	Treating individuals fairly and with respect					
27	Maintain positive and productive relationship with all the school community					
28	Listen to and communicate with all academic and administrative staff					
29	Demonstrate interpersonal openness					
30	Administration procedures are followed in the school equally					
31	Trust and delegate tasks to others subordinate					

32	Communicating with parents to obtain resources						
33	Participating parents in decisions making						
34	The extent to which principals maintain good working relationship with teachers and staff members						
35	The principal works for change and improvement in the schools						
	4. Leading Professional Development Your school leadership is effective at						
36	Encourage action research in the school						
37	Encouraging teachers to use different instructional strategies and skills						
38	Arrange skills development programs (workshops) for teachers						
39	The extent to which principals identify training needs of teachers and provide short term training in school level						
40	Organize experience sharing programs among colleagues						
41	Plan and execute in service programs for staff (CPD)						
42	Provide administrative support to inbuilt supervision						
43	Solving problems collaboratively						
44	Provide constructive comments to teachers through evaluation						
45	The extent to which principals need to motivate all individuals who are eligible to take part in the CPD program						
	ForThe Following Response, 5=Always, 4=Mostly, 3=Rarely, 2=Not At All, 1=I Do Not Know						
	5. The major administrative factors hindering principal's leadership effectiveness at						
46	Lack of finance						
47	Lack of training in school leadership management						
48	Shortage of teaching materials such as text book, stationary						
49	Insufficient school facilities (lack of laboratory, library and pedagogical centers.						
50	School leaders are usually over burdened on administrative issues rather than educational tasks						
51	Shortage of commitment from the principals						
52	Lack of participation of stakeholders						
53	Poor technical support from Woreda education office						
54	Availability of man power in the school						
55	The degree to which class rooms are suitable for teaching learning process						

Part II: Give brief description of your opinions for open ended questions.

56. Specify and discuss if there are other main barrier which affect the principal leadership effectiveness. _____

57. Specify and discuss if there are other main solutions do you propose to solve the encountered problems. _____

APPENDIX B

DILLA UNIVERSITY POST GRADUATE PROGRAM INSTITUTE OF EDUCATION AND
BEHAVIORAL SCIENCE

Interviews Guide to be filled by cluster supervisors and PTAs.

General Direction:

The purpose of this Interviews Guide is to investigate Principal Leadership Effectiveness in selected Government Secondary Schools of Amaro Zone SNNPR. The information you provide will be used only for the research purpose and kept confidential.

Part I: Background information of the respondent

1. Name of the school _____ Sex _____ Age _____
2. Your level of education _____ Your qualification _____
3. Your capacity/position in the school _____
4. Your total work experience /in year/ _____

PART II: Interview questions on Principal's Leadership Effectiveness

I. Setting Goals, Vision and practice principal role

1. Do you think that you as schools administrator member are actively involved in designing and planning the school strategic and yearly plan?
2. Do you think that your principal has been successful in setting your school vision and goals? How? Is s/he successful in achieving the goals? Why did you say that?
3. Do you think that your principal is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?

II. Relationship with the School Community

4. How would the relationship between you and all school community be described? How do you judge your interpersonal skill? Can you support your response with practical evidence?
5. Do you think that your principal leadership style is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?
6. Do you think that the extent to which school leaders make the school conducive and participatory environment?

III. Undertaking Professional Development

7. Have you ever organized staff development activities in your school? If you have organized professional development program what was the main focus of the program?

8. Do you think that your principal has interpersonal communication and relationship with all school community? How do you judge your principal interpersonal skill? Can you support your response with practical evidence?

9. Do you think that your principal is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?

10. Do you support practice of new skills, innovation and Creativity?

Part IV. The major factors hindering principal's leadership effectiveness

11. What are the main problems did your principal face in performing his/her leadership effectiveness?

12. What are the main solutions do you propose to solve the encountered problems?

Thank you for all your cooperation!!