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ANALYSIS ON THE ROLE OF EDUCATIONAL LEADERSHIP FOR THE REALIZATION OF QUALITY EDUCATION SYSTEM IN ETHIOPIA: THE CASE OF SOUTH AND NORTH GONDAR ADMINISTRATIVE ZONAL PREPARATORY SECONDARY SCHOOLS

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ETHIOPIA

ABSTRACT

This research is aimed at to make intellectual analysis on the role of educational leadership for the realization of quality education system in Ethiopia in particular to South and North Gondar Administrative Zonal preparatory secondary schools. To hold this study, 'Mixed Methods Research Design' was employed in order to analyze facts about the role of educational leadership for the realization of quality education system which in turn helps schools audit, enhance and assure quality education. Qualitative data were obtained through interviews with the selected key participants; school principals. Questionnaire was mainly used to gather data from the sample respondents. Qualitative descriptions were done to analyze data from the interviews. Descriptive statistics was processed to analyze quantitative data obtained through the questionnaire. Thoroughly, it was discovered that the majority of the preparatory schools are being led by specialists in educational planning and management. However, a considerable number of schools are being led by non-professionals. The finding also stated that the majority of the respondents know that school principals were assigned as principals without the genuine acceptance of the school teachers regardless of their political point of view. They were not properly elected by the school community. However, a considerable number of schools have been led by those principals who have full professional acceptance which might let the school leadership system conducive to its overall teaching learning process. This may tell us though most of the school directors are not elected with their higher professional acceptance by the teachers, after their appointment their acceptance increases. In the study, ethical leadership system has been taken in to account by the majority of school principals in spite of some principals. And a considerable number of school principals do not have leadership training experiences which may imply that these leaders may not be professionals in educational policy and leadership. Principals' general approach daily shown to school teachers during their work process is vital for effective school leadership system. The study has also revealed that most of the school leaders found in the sample schools are free from bad addictions except in some of other schools. So we can guess that how much these some principals are truly and properly leading these public pre-college/university schools as far as bad addiction is prohibited by the law of academics. A lot of teachers put their strong belief on the practice of democratic leadership style in order to have quality education system for their own school. As educators it is foolish to desire rational decision making process and school leadership system from school principals who do not use their school's leadership policy as guide line. Briefly, it has also been examined that democratic leadership practice can be a true prerequisite to quality education system for effective school leadership system. There is a strong relationship between educational leadership practice and quality education of one's school. Therefore, it is safe to recommend that professional principals in the field of educational leadership and policy, or educational planning and management must be assigned to the preparatory secondary schools if we need to achieve quality education as national development goal.

KEYWORDS

educational leadership, quality education.

INTRODUCTION

The ancient Abyssinia, the current Ethiopia; has been consciously, keenly and vastly expanding education institutions from its smaller size background in to a larger size per its future marvelous social and economic national development vision. At the beginning of this very important time when the country has operationally planned a five year strategic plan for the latest transformation process being under execution, the education sector has been one of the sectors mainly planned to achieve its quality academic provision to its customers both at national and international level. Hence, achieving quality education to the required level has seriously become the major focus of this strategic plan as a national education policy. However, still the headache how to achieve quality education has been looking for major and relevant initiatives to execute it in higher education system. For that matter, all academic institutions are being tried to be organized very well based on each institution's organizational structure, vision, mission and goals which in turn may help the organization function very well at least with the nominated and proper leadership system being tried to be launched. In line with this, achieving quality in education has increasingly become crucial in strategic improvement plans of the developing countries.

While the concept of quality and its priority indicators may differ from country to country, it is commonly considered as a determining factor in facilitating the implementation of education for all initiatives (Boissiere, 2004; World Bank Independent Evaluation Group, 2006 in Fertig, 2008). At the Centre of strategies for accelerating the achievement of quality education is effective leadership at all levels of the school system (Fertig, 2008). As cited in Fertig (2008), the nature and scope of country context initiatives that aim at enhancing quality leadership for implementing quality education in developing countries is critical to our understanding of how global quality initiatives impact on local policy practices.

Unarguably, the central issue facing educational policy makers and practitioners in the developing world is one of the matching imperatives for quantitative expansion of educational provision with the need to ensure the quality of education provided for those children who do enter the school environment. As Leu & Price-Rom (2006:2) in Fertig (2008) have suggested that educational quality in developing countries has become a topic of intense interest, primarily because of countries' efforts to maintain quality...in the context of quantitative expansion of educational provision...Whether explicit or implicit, a vision of educational quality is always embedded within countries' policies and programs. This implies that the Educational leadership policy of ones nations based on the country's policies and programs is seen as integrative part of quality education.

Recently, an increasing interest in exploring the nature of educational leadership system of the academic institutions of ones country in accord with a range of various international contexts has been a warm topic for the national government as well as for policy researchers in education as a discipline.

In our case, the national education sector's policy statements emphasize the importance of attaining 'quality education'. National Education sector's policy statements again imply that academic organizations are to be with compatible academic leadership system which in turn constitutes the management of the input, process and output factors of the school organization. This is because through the education leadership system, the key factors affecting the notions of 'quality education' are the school's contextual setting, the basic inputs in to the educational process, and the processing of inputs in to the outputs or outcomes of the school (Moshia, 2000 in Fertig, 2008). On and on, Moshia also argues that it is imperative to consider context when assessing quality of any educational undertaking. This has been made an even more urgent consideration for school leaders as a result of the increasingly rapid journey towards the decentralization of educational decision-making (Therkildsen, 2000).

Similarly, the Ethiopian government belief in the existence of quality education leadership system in academia has become the major mandatory factor in education science just in order to process academics effectively in this current modern Era. Along with these all rationales, the researcher from his side has

become very much interested in the existence of quality academic leadership practice in an education system through which investigating and/or setting up the nationally accepted education leadership system for the existence of, or to assure quality education system in particular to preparatory secondary schools found in North and South Gondar Administrative Zones.

DEFINITION OF KEY TERMS

Educational Leadership: in this study educational leadership refers to administration roles at schools such as preparatory secondary schools that go beyond traditional management and administrative tasks.

Educational leaders: in the context of this research educational leaders mean those who usually are employed as school principals or administrators but take on additional roles, such as department chair or any academic directorship responsibility.

Quality Education: though the phrase quality education is a complex concept, in this study it refers to the provision of well standardized academic to the learners through standardized subject specialists i.e. teachers specialized in each academic subject as teaching professionals, standardized curriculum and outstanding education policy particularly at each level keeping the natural learning capability of each learner so as to bring him/her with desirable behavioral changes as learning outcomes. Its occurrence can be measured and evaluated through the existence of worth teaching learning process seen in ones preparatory secondary school as instance. Hence, it generally means fitness for purpose.

Quality Learning: is a planned and systematic learning process conducted by the instructor for the learners considering acceptable standards of students' learning ability, teaching and learning process and the learning outcomes through observation and the actual practice.

Education Sectors: refer to zonal to woreda level education offices and academic institutions such as first and second cycle primary schools and high schools, and preparatory schools. So in this study it directly means preparatory secondary schools.

REVIEW OF LITERATURE

EDUCATIONAL LEADERSHIP

Educational Leadership is a term applied to school administrations that strive to create positive change in educational policy and processes. (Retrieved May 1, 2013 from <http://degreedirectory.org>)

The study source has also disclosed that Educational Leadership refers to administration roles at schools, universities and other educational institutions that go beyond traditional management and administrative tasks. Educational leaders are trained to advance and improve educational systems or institutions. Educational leaders usually are employed as school principals or administrators but take on additional roles, such as department chair or academic dean.

FUNCTION OF EDUCATIONAL LEADERSHIP

Educational leaders work to improve educational programming. They hire and manage teachers and staff, prepare budgets, set curriculum standards and set school-wide policy. They might work on team building efforts or restructure the organization to affect necessary change. Many educational leaders are involved with policy development or reform issues dealing with education on the local, state or national level.

CAREERES IN EDUCATIONAL LEADERSHIP

Careers in Educational Leadership can be found at all levels of education, from pre-school program directors to academic deans at universities. At the college or university level, educational leaders are employed as department chairs, athletic directors or curriculum directors. At elementary and secondary schools, educational leaders work as principals, assistant principals, athletic directors, headmasters, lead teachers or deans. Other educational leaders work with advocacy groups, lobby groups or other non-profit organization on creating or reforming policy and educational systems.

QUALITY EDUCATION

THE LINK BETWEEN QUALITY LEADERSHIP AND QUALITY EDUCATION

THE LINK BETWEEN EFFECTIVE LEADERSHIP, TEACHER QUALITY, AND STUDENT LEARNING

Much of the recent attention on increasing student achievement and decreasing the achievement gaps has focused on the critical relationship between effective teachers and student achievement. Indeed, Sanders and Horn (1998) asserted that the "single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers" (p.27). With the adoption of NCLB in 2001, all states were required to provide each student a highly qualified teacher, as well as to equalize teacher quality across schools (ECS, 2007). However, most states have failed to meet the teacher quality standards set forth by NCLB (Peske & Haycock, 2006), and there is little evidence that policies and programs focused on increasing the number and quality of teachers, such as teacher pay schemes, financial incentives, alternative certification, and mentoring and induction programs, have come to fruition (ECS, 2007; Peske & Haycock, 2006; Fuller & Brewer, 2005 in Policy Brief Series. Volume I, Issue I Fall 2007 by M.D. Young, E. Fuller, C. Brewer, B. Carpenter, K.C. Mansfield). One overlooked aspect of increasing teacher quality is the role of the principal. Historically, principals have been viewed as managers rather than leaders. Contemporary views of school leadership, however, place the principal much closer to the heart of schooling process—teaching and learning (Zigarelli, 1996). Indeed, a number of researchers have found that school leadership has an important impact on schools and student achievement (see, for example, Heck & Hallinger, 1999; Leithwood, Louis, Anderson & Wahlstrom, 2004; Waters, Marzano & McNulty, 2003).

Further, a recent report from the National Staff Development Council (Killion, 2004) claimed that "strengthening school leadership" is essential for meeting the challenges facing schools (p. 1). While teachers have a direct impact on student achievement, principals typically have an indirect, albeit powerful, impact on student achievement. Based on the results of an analysis of research conducted between 1980 and 1995 on principals' effects on student achievement, Hallinger and Heck (1998) identified four "avenues of influence" (p. 171) through which principals influence both individuals in schools and the systems within which individuals work, thereby influencing student outcomes. Specifically, principals impact teacher and student performance through influencing the purposes and goals of the school, the school structure and social networks, the people, and the school culture.

The two avenues through which principals most directly affect student achievement are:

- (a) the creation of a school culture focused on learning and characterized by high expectations for all students and (b) recruiting and retaining high quality teachers. Indeed, as noted by Papa and his colleagues (Papa et al., 2003, p. 11), principals "have the potential to importantly shape the environment in which the students learn [as well as influence] the quality of the teaching work force." More specifically, principals can play a leading role in designing and supporting school social contexts that support teacher and student learning in ways that lead to improved student outcomes (Copland, 2003; Ervay, 2006; Hanushek, 1971; Miller & Rowan, 2006; Goldring & Rallis, 1993; Leithwood & Montgomery, 1982; Rosenblum, Louis & Rossmiller, 1994; Smylie & Hart, 1999).

There is wide consensus among researchers and policymakers that teachers are the single most powerful school factor affecting student achievement. A growing body of research has found that principals strongly influence teacher quality—and, therefore, student achievement—through recruiting and retaining high quality teachers (Fuller, Baker, & Young, 2007; Grissmer & Kirby, 1987, 1997; Ingersoll, 2001; Levy, et al., 2006; Miller & Rowan, 2006; Papa, Lankford, & Wyckoff, 2002; Williby, 2004). In fact, Fuller, Baker, and Young (2007) found that Texas elementary schools in which principals decreased teacher turnover and increased teacher quality had positive impacts on gains in student achievement over time. A number of recent studies have found that principals strongly influence teacher turnover which has a significant impact on student achievement. For example, a series of studies by the Center for Teaching Quality using statewide surveys of teachers (see <http://www.teachingquality.org/twc/whereverare.htm>) have found that leadership and leadership behavior profoundly influence the retention of teachers at a school across all different types of local and state settings. Indeed, Berry and Fuller (2007) found that specific principal behaviors can double the likelihood of a teacher staying at a school after controlling for student characteristics and achievement.

Although there is a growing body of evidence on the positive relationship between school leadership, teacher quality, and student achievement, we need further investments in high quality research that examines these relationships in a multitude of contexts across a number of years. In particular, we need to focus more attention on these relationships at the elementary school level (Miller & Rowan, 2006). Further, because of the ever-changing social, economic, and political contexts that vary dramatically across local and state contexts, we need to invest in large scale and longitudinal studies that seek to identify the specific,

observable, and measurable leadership characteristics that are associated with improvements in teacher quality and retention, and ultimately student achievement (Ballou & Podgursky, 1998; Hanushek, 1971; Miller & Rowan, 2006; Wayne & Young, 2003).

THREE PILLARS FOR LEADERSHIP SUCCESS

Effective leadership motivation can best be measured by how well leaders get results. But you can't get results by yourself. You need others to help you do it. The best way to have other people get results is not by ordering them around but by supporting and motivating them. Yet too many leaders fail to motivate their team to achieve results because those leaders misconstrue the concept of motivation. To understand leadership motivation and apply it daily, let's understand its three critical pillars. Know these pillars and put them into action to greatly enhance your abilities to lead for quality results (*retrieved 21 April, 2013 from Online Provider of Free Leadership Tools and Resources.*)

Pillar 1: MOTIVATION IS PHYSICAL ACTION

'Motivation' has common roots with "motor", "momentum", "motion", "mobile", etc. - all words that denote movement or physical action. An essential feature of leadership motivation is physical action. Motivation isn't about what people think or feel but what they physically do. When motivating people to get results, challenge them to take those actions that will realize incremental results. When you want to motivate people, you must do more than simply communicate information. Rather, you must help them believe in you and take action to follow you. A key outcome of every leadership talk must be physical action, physical action that leads to results. For instance, a newly-appointed director of a large marketing department wanted his department to achieve sizable increases in the team's results. However, the employees were a demoralized bunch who had been clocking tons of overtime under her predecessor and were feeling angry that their efforts were not being recognized by senior management. The new director could have simply tried to order them to get the increased results. Many leaders use this disastrous approach. In the long-run they tend to flounder in today's highly competitive, rapidly changing markets. True leadership motivation occurs when a team, instead of completing tasks because they are ordered to, completes each task because they WANT to for the overall benefit of the team leader and the organization. Team members "want to" work hard when they are motivated and begin to believe in the leadership. The belief is instilled by regular communication from the leader. Leadership motivation must take place. Physical action must take place. Don't give the vision talk until you know what precise actions you are going to set expectations around.

As an example, one team leader asked his CEO to come into the room after his leadership motivation talk. The CEO shook each employee's hand, and told each employee how much he appreciated their hard work - *physical action*.

After the CEO left, the team leader challenged each employee to write down on a piece of paper three specific things that they needed from him to help them get the increases in results and then hand those pieces of paper back to him - *physical action*. Mind you, that one leadership motivation talk was not the equivalent of magic dust sprinkled on the employees to instantly motivate them. To turn the department around so that it began achieving sizable increases in results, the team leader had to give many leadership talks in the weeks and months ahead. But it was a beginning.

Pillar 2: MOTIVATION IS DERIVEN BY EMOTION

Emotion and motion come from the same Latin root meaning, "to move". When you want to move people to take action, engage their emotions. An act of leadership motivation is an act of emotion. In any strategic management endeavor, you must make sure that the people have a strong emotional commitment to realizing the end result.

Recently, a chief marketing officer of a worldwide services company said, "Now I know why we're not growing! Our senior leaders developed our marketing strategy in a bunker!" The document was some 40 pages long, single-spaced. The points it made were logical, consistent, and comprehensive. It made perfect sense. That was the trouble. It made perfect intellectual sense to all of the senior leaders. But it did not make experiential sense to middle management who had to carry it out. Middle managers had about as much input into the strategy as the window washers at corporate headquarters. As a result, the document did not serve its intended purpose, or support executive management's vision. Middle and front-line employees are more effectively motivated when they can personally relate to the tasks necessary for carrying out the strategy. Only then does a business strategy have a real chance to succeed.

Pillar 3: LEADERSHIP MOTIVATION IS NOT WHAT WE DO TO OTHERS

It's what they do to themselves! The English language does not accurately depict the psychological truth of leadership motivation. The truth is that we cannot motivate anybody to do anything. The people we want to motivate can only motivate themselves. The motivator and the motivated are always the same person. We as leaders communicate; they choose whether or not to be motivated. So our "motivating" others to get results really entails our creating an environment in which they motivate themselves to get results.

For example: a commercial division leader almost faced a mutiny on his staff when in a planning session, he put next year's goals (numbers much higher than the previous year's) on the overhead. The staff all but had to be scraped off the ceiling after they went ballistic. "We busted our tails to get these numbers last year. Now you want us to get much higher numbers? No way!"

The leader thought, "We can hit those numbers. I just have to change their belief system!" The team leader set about to create an environment in which the team would motivate themselves. So he had each team member assess what activities got results and what didn't. They discovered that they spent more than 60 percent of their time on things that had nothing to do with getting results. He then had the team develop a plan to eliminate any unnecessary work. Once his team experienced the joy of being put in charge of their own destiny, they were motivated! The team worked together and developed a great plan. Most importantly, they began to experience improved results. Over the long run your career success does not depend on what schools you attended or what degrees you have acquired. Success depends instead on your ability to attract self-motivated individuals and teams that believe in their ability to get results. Leadership motivation is like a high voltage cable lying at your feet. Use it the wrong way, and you'll get a serious shock. But apply motivation the right way by understanding and using the three pillars, (plug the cable in, as it were) and it will serve you well in many powerful ways throughout your career.

IMPORTANCE OF THE STUDY

In the arena of science and philosophy of education, inquiry on the art of high-quality leadership system in any academic institution which deserves quality education is a worldwide academic agenda of international and national scholars being involved in the process of enhancing and assuring quality education in general. Therefore, exploring accepted educational leadership systems and its proficiency to quality education system for Ethiopian academic settings is extremely significant as far as the governments visualize and agree on the existence of quality education system as prerequisite to national and international development per the millennium development goals of the world. Hence, it is very wise to understand that the study serves as useful reference to policy issues for quality and superior academic leadership system for ones academic setting so as to conserve quality education culture to the present and new generation in Abyssinian case.

The finding is potentially trusted to serve as documented evidence and judgments for school management and leadership system, instructors, educators, and for the Agencies working on as national quality education auditors, and other international and national stakeholders pertaining to the roles of globally accepted educational leadership practice for quality education system.

Particularly, the recommendations forwarded at the end of this research work may serve as guidelines to the practitioners who are engaged in academic and policy research work in order to seek solutions in the overall process of quality teaching and learning in any education sector. Lastly, review of related literature, the design employed, the findings of the study, and the recommendations will instigate other interested researchers to conduct further investigation on related dimensions of the study area.

STATEMENT OF THE PROBLEM

Succeeding quality in education is the currently seen academic challenge especially for argumentative academic researchers and become the best agenda of scholars of universities in Ethiopia. Achieving quality in education goes beyond quantitative expansion in the number of pupils in classroom, increase in the number of school buildings and changes in the structure of our school system (Gyekye, 2000). Quality in education is both a quantitative and qualitative issue. Its

indicators should therefore convey notions of quantity and quality (Dare, 2005). Quality indicators of education can be seen as performance indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate. Implicitly, it is unthinkable to manage these two vital wings, efficiently and effectively; without the existence of good education leadership system in the school system. Here, academic institution leaders such as head teachers are to recognize the importance of leadership proficiencies based on the literature, but practice of managing and organizing the school day's day-to-day functions take pre-eminence in the head teacher role (Zame et al, 2008:126). A key factor in this dissonance is the need to seek to check, monitor and examine the assessment procedures of teaching staff with in their schools which imply their necessity on clear leadership system. Ethiopian education academic institutions such as schools have their own leadership system and policy. However, in the history of Ethiopian modern education as a discipline; their leadership system cannot be concluded as it is strongly and scientifically studied and discussed a least at national level by the educators who can be able to redesign the existing leadership system so that they would devise comprehensive academic leadership discipline in accord with Ethiopian school context as they are professionally supposed to have the acquaintance on current real academic leadership system being observed in Ethiopian education systems such as schools. With these all facts, I could see the importance of this prevalently seen academic leadership challenge under this study on the institutionally practiced education leadership system for the existence of quality education system in Ethiopia and have compelled the researcher now to investigate it, thoroughly.

OBJECTIVES OF THE STUDY

In general, the study was intended to discover the role of educational leadership system in order to realize quality education system in ones school settings in Ethiopia.

In doing so, the specific objectives of this study are to:

1. Explore the foremost internationally accepted pillars of Quality Leadership System for ones school.
2. Examine if there is visible relationship between school leadership system and quality education system of ones school.
3. Identify the best leadership style which is mostly relevant to exercise quality education system existing in the selected school settings.
4. Summarize if there are significances of educational leadership system to the existence of Quality Education in ones school.

BASIC RESEARCH QUESTIONS/HYPOTHESIS

The study has been entirely depending on finding answers for the following basic questions:

1. What are the foremost internationally accepted pillars of quality academic leadership system for education systems?
2. Is there a direct and visible relationship between quality leadership system and quality education system of schools?
3. Which leadership style is mostly relevant to exercise quality education system in any school?
4. What are the major significances of educational leadership system to the existence of Quality Education in ones school?

RESEARCH METHODOLOGY

METHOD OF THE STUDY

The study aimed at investigating educational leadership role for the existence of quality education system in Ethiopia, there by examining proficient leadership practice recognized at national level in order to enhance and assure particularly quality education system at preparatory secondary schools, and then forwarding possible solutions or recommendations on the issue towards the successful accomplishments of quality teaching and learning. To come up with these all agendas, the study has employed exploratory and descriptive research methods both qualitatively and quantitatively.

RESEARCH DESIGN

This section explains the design of the study in detail. It consists of description of the manner in which discussion has been made about the type of data needed for the study, research participants, and other procedures that were critical to the study. The choice of methods is strongly influenced by the situation and the context in which a research is conducted. The task facing the researcher is to provide the most accurate information practically possible in an evenhanded manner. There are no rigid rules that can be provided for making data collection and methods' decisions in any research work. The art of academic and policy research involves creating a decision and gathering information that is appropriate for specific situation and particular policy context. It is rare to find a study based on only one method of data collection. Normally, a range of techniques from the core of an overall research strategy, thus ensuring that the information acquired has the depth and detail necessary to enable the research produce a report from which conclusions can be drawn with a certain degree of confidence. Therefore, since this research is a comprehensive study on research, mixed research design is preferable to a single design. Thus, for the winning path of the study; **both qualitative and quantitative research designs were employed**. In the case of qualitative research design, the researcher was the main instrument of data collection. Qualitative data were used to obtain details of the subjective experiences of school directors and participants in the process of leadership tasks. In addition to this, collecting primary data involves the use of research instruments, for example; questionnaires and interview schedules were constructed for the purpose of a specific study as such; they were designed to produce data considered by the researcher to be essential in order to address quality leadership issues generated by a particular policy, or program.

SOURCES OF DATA AND SAMPLE SELECTION

The data used for this study were obtained both from primary and secondary sources. Primary data were gathered through the questionnaire and interview schedules. The sources of data did process preparatory secondary school teachers and principals.

All the sample preparatory secondary schools were selected using purposive sampling technique. The respondents from each school were selected using stratified available sampling technique. Since the researcher got almost all these teachers and leaders/principals, the data were exhaustively gathered as much as possible.

INSTRUMENTS OF DATA COLLECTION

In general, the study simply used three types of instruments to gather the data:

INTERVIEW

During the interview session, the key top Managers and Leaders of preparatory secondary such as principals and vice principals were purposely selected and interviewed involving unstructured interview schedules. The researcher selected these respondents due to the fact that they were suggested to be more knowledgeable, skillful and responsible to the purpose, process and utilization of the educational leadership practice serving each preparatory school in order to achieve quality teaching and learning process, and assure quality education in general as well as their suggested recommendations on these issues were discussed and considered in detail as much as possible. These all gained data were used in the study that may initiate reliable policy guidelines used for quality leadership system to the school.

FOCUSED GROUP DISCUSSION/FGD

The available respondents i.e. teachers who have been teaching in the selected schools were invited. Consequently, the required first hand information was smoothly gathered involving follow up minutes.

QUESTIONNAIRE

Questionnaire to all school teachers currently available were administered. This questionnaire used to collect the teachers' perception towards quality educational leadership practice, and its role and degree of utilization in assuring and enhancing quality education system in preparatory secondary schools and then to their teaching learning process in particular. To do so available sampling technique for each stratum /school were used to select these respondents.

METHODS OF DATA ANALYSIS

The data gathered from questionnaire were tabulated and statistical techniques, namely, percentage and mean value were employed to analyze due to the fact that these techniques are appropriate for the nature of the study that is exploratory study type which is used to explore and describe the current role of quality academic leadership practice in the sample schools. The data obtained through open-ended questionnaire, unstructured interviews and focused group discussion have been analyzed qualitatively in the form of paraphrasing and interpretation considering the context in which the records were developed.

RESULTS AND DISCUSSION**CHARACTERISTICS OF THE PARTICIPANTS**

Interview sessions were conducted with four (4) key informants among the preparatory secondary school principals. The characteristics of the interviewees are indicated in Table 1 below:

TABLE 1: CHARACTERISTICS OF KEY PARTICIPANTS INVOLVED IN THE INTERVIEWS

Participants	Working Place	Field of Study	Educational Status	Academic rank	Position	Year of Service	Sex
I-1	Debretabor Atse Tewodros Preparatory Secondary School	History	BA	Teacher/ Lecturer/	School Principal	1 year as school principal and 5 years in teaching	M
I-2	Woreta Preparatory Secondary School	Biology	BA	Teacher/ lecturer/	School Principal	1 year as school principal and 6 years in teaching	M
I-3	Addis Zemen Preparatory Secondary School	EdPm	BA	Teacher/ lecturer/	School Principal		M
I-3	Fasiledes Preparatory Secondary School	Biology	BA	Teacher/ lecturer/	School Principal	More than 5 years in teaching	M
I-3	Dabat Preparatory Secondary School	Geography	BA	Teacher/ lecturer/	School Principal	More than 3 years in teaching	M

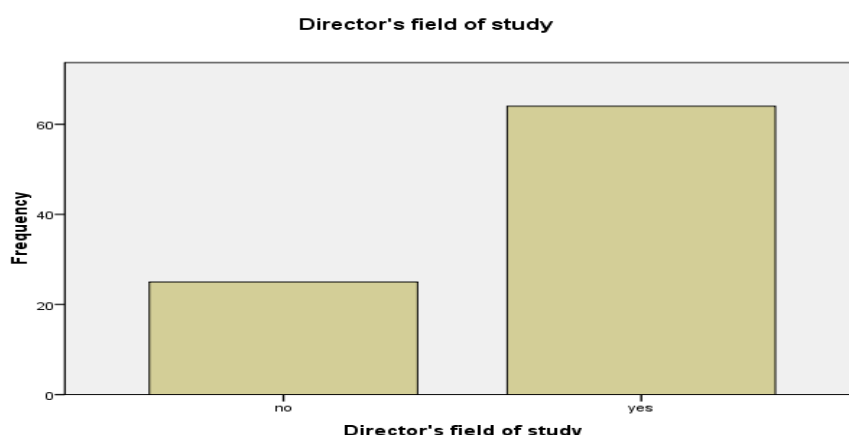
As we can see the character of each research participant described in the last column of Table 1 above, all of the participants were males. When we see their working place and educational status, all of them were school principals and they were bachelor's degree holders. With regard to the participants' academic rank, all of them were in the rank of lecturer/teacher. With regard to their work experience, most of them have worked more than 2 years and above especially in teaching. Questionnaire was used to collect quantitative data from the sample teachers selected from preparatory secondary schools. The characteristics of the sample respondents participated in responding to the survey questionnaire are summarized and presented next in Tables 2.

SCHOOL PRINCIPAL'S FIELD OF STUDY**TABLE-2: DIRECTOR'S FIELD OF STUDY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	27.8	28.1	28.1
	yes	64	71.1	71.9	100.0
	Total	89	98.9	100.0	
Missing	System	1	1.1		
Total		90	100.0		

As shown from the above table, the number of respondents who said 'Yes' is greater than those who said 'No'. Hence, 71.9% of the respondents responded that their school principal's field of study is in Educational Planning and Management and 28.1 % of them replied that their school principal's field of study is not in Educational Planning and Management. This figure tells us that the majority of the preparatory schools' principals are being led by professionals in leadership. However, a considerable number of schools are being led by non-professionals though they are subject specialist in various field of study.

To illustrate it more we can see the bar graph seen below:

FIGURE 1: BAR GRAPH DISPLAYING PRINCIPAL'S FIELD OF STUDY**SCHOOL PRINCIPAL'S DEGREE OF ACCEPTANCE BY SCHOOL TEACHERS PER HIS/HER PROFESSION DURING VOTING****TABLE-3: DIRECTOR'S FULL PROFESSIONAL ACCEPTANCE BY SCHOOL TEACHERS DURING VOTING**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	54	60.0	60.7	60.7
	yes	35	38.9	39.3	100.0
	Total	89	98.9	100.0	
Missing	System	1	1.1		
Total		90	100.0		

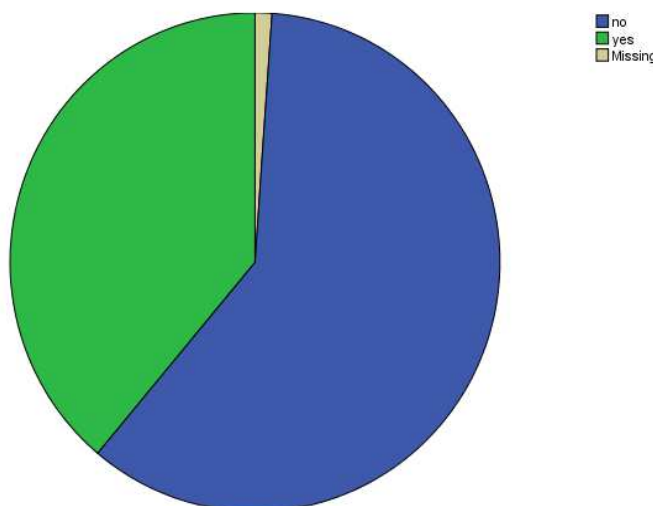
As displayed in the above Table-3, 60.7% of the research participants said 'No', and 39.3 % of them said 'Yes'. Those who said 'No' is greater than those who said 'Yes'. From the figure, we infer that the majority of the respondents know that school principals were assigned as principals without the real acceptance of the school teachers. They were not properly elected by the school community. However, we can also see that considerable number of school principals have been led by those principals who have full professional acceptance which might let the school leadership system conducive for its overall teaching learning process.

In addition most of the respondents filled in the opened ended questions pointed out that most school principals have been elected based on their political outlook set as a criterion by the Woreda Education officers instead of election by professional merit and acceptance by the teachers unless their political outlook matches with their professional merit as a fortunate. However, from the above figure we can learn that the government has begun to assign school principals based on professional merits especially school leadership appointment based on field study, in particular qualified in Educational Planning and Management is being taken in to account.

For more understanding, we can also see the pie chart shown below:

FIGURE 2: PIE CHART DISPLAYING THE RATE OF PROFESSIONAL ACCEPTANCE OF SCHOOL PRINCIPAL

Director's full professional acceptance by school teachers during voting



SCHOOL PRINCIPAL'S DEGREE OF ACCEPTANCE BY SCHOOL TEACHERS, STUDENTS AND THE COMMUNITY AFTER ASSIGNED AS SCHOOL DIRECTOR

TABLE-4: PRINCIPAL'S SOCIAL ACCEPTANCE BY TEACHERS, STUDENTS AND COMMUNITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	32	35.6	36.0	36.0
	yes	57	63.3	64.0	100.0
	Total	89	98.9	100.0	
Missing	System	1	1.1		
Total		90	100.0		

Briefly, as depicted in the above table; the majority of the teachers at preparatory secondary schools understand that school principals acceptance by the society after their appointment can be rated as good though is not true in some other school communities found in the study areas: administrative zones; North and South Gondar. This may tell us though most of the school directors are not selected with their higher professional acceptance by the teachers, after their appointment their acceptance increases. This may be due to their effective leadership practices revealed practically to the community members. Otherwise, there is no other means of social acceptance without the reflection of this positive/effective leadership system.

THE RELATIONSHIP BETWEEN PRINCIPAL'S GENERAL INTERPERSONAL APPROACH TO SCHOOL TEACHERS AND EFFECTIVE SCHOOL LEADERSHIP SYSTEM

TABLE-5: THE CONTRIBUTION OF PRINCIPALS' GENERAL APPROACH TO SCHOOL TEACHERS FOR EFFECTIVE SCHOOL LEADERSHIP SYSTEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	68.9	69.7	69.7
	Agree	24	26.7	27.0	96.6
	Disagree	2	2.2	2.2	98.9
	Strongly disagree	1	1.1	1.1	100.0
	Total	89	98.9	100.0	
Miss	System	1	1.1		
Total		90	100.0		

The table above has uncovered that 69.7% of the respondents strongly agree, 27% agree and 2.2 % disagree to their belief on the contribution of principals' general approach to school teachers for effective school leadership system. The number of those who strongly agree and agree is by far greater than those who disagree. This let us understand that principals' general approach daily shown to school teachers during their work process is vital for effective school leadership system.

TABLE 6: THE PRINCIPAL'S ETHICAL LEADERSHIP STYLE IN ACCORD WITH HIS/HER DEGREE OF INTERACTION AND CONDUCT SHOWN TO TEACHERS

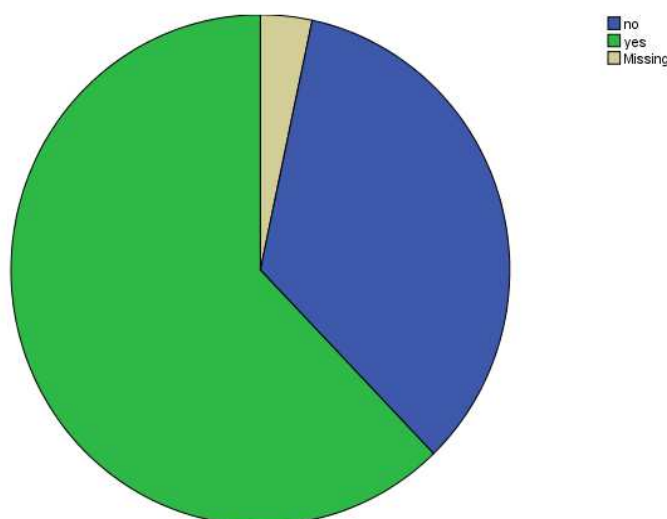
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	31	34.4	35.6	35.6
	yes	56	62.2	64.4	100.0
	Total	87	96.7	100.0	
Missing	System	3	3.3		
Total		90	100.0		

In any academic institutions such as in school systems ethics a professional mandatory part of discipline anticipated from every school teacher as well as the school leader. As pointed in Table-5, 64.4% of the respondents said 'Yes' and 35.6% said 'No'. The number of those who said 'Yes' is greater than those said 'No'. This directly reflects that the majority of school principals show social and administrative ethics towards school teachers. This may imply that in many schools, ethical leadership system is being practiced though a considerable number (35.5%) of respondents also replied that the school principals do not show moral or ethical leadership style to school teachers. Anyways what is important is it seems that ethical leadership system has been taken in to account in the majority of school principals.

For more comprehension, we can look at figure 3 below.

FIGURE 3: PIE CHART VIEWING THE PROPORTION OF TEACHER RESPONDENTS WITNESSED FOR PRINCIPALS' ETHICAL LEADERSHIP STYLE REVEALED.

The principal's ethical leadership style in accord with his/her degree of interaction and conduct shown to teachers



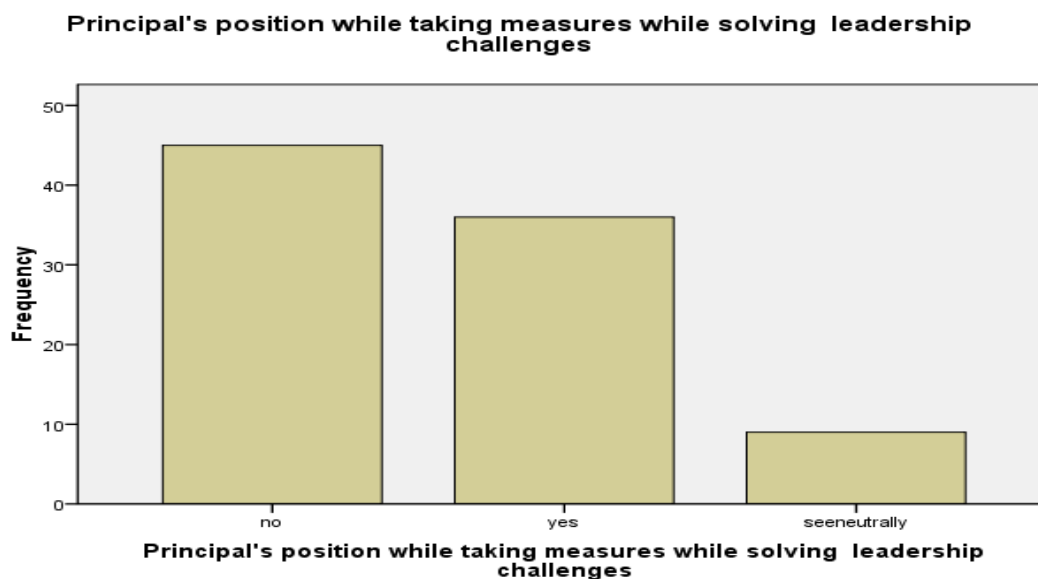
THE POSITION OF SCHOOL PRINCIPALS TOWARDS TEACHER PUNISHMENT

TABLE- 7: PRINCIPAL'S POSITION WHILE TAKING MEASURES TO SOLVE LEADERSHIP CHALLENGES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	45	50.0	50.0	50.0
	yes	36	40.0	40.0	90.0
	see neutrally	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

As depicted from the above table, 40% of the respondents replied as 'Yes' and 50% as 'No'. The number of participants who said yes is less than those said no though the difference is only 10%. This indicates that near to half of the school principals among the selected schools lean to teacher punishment. However, half of the school principals do not incline to teacher punishment. This states that there are school principals who do not take punishment as a corrective measure for their school leadership system. Rather, they may use another corrective mechanism to take measures. From the table, we can also see that 10% of the school principals see neutrally as it is instead of punishing teachers while passing the rule and regulation of the school system. This may tell us that these types of school directors follow laissez-faire leadership style which is not that much considered as effective.

FIGURE 4: BAR GRAPH DEPICTING PRINCIPALS' POSITION WHILE TAKING MEASURES WHILE SOLVING LEADERSHIP CHALLENGES



THE LEADERSHIP TRAINING CAPACITY OF THE SCHOOL PRINCIPALS

TABLE 8: PRINCIPAL'S USUAL TRAINING EXPERIENCE TO SCHOOL TEACHERS, DEPARTMENT HEADS AND OTHER STAKEHOLDERS

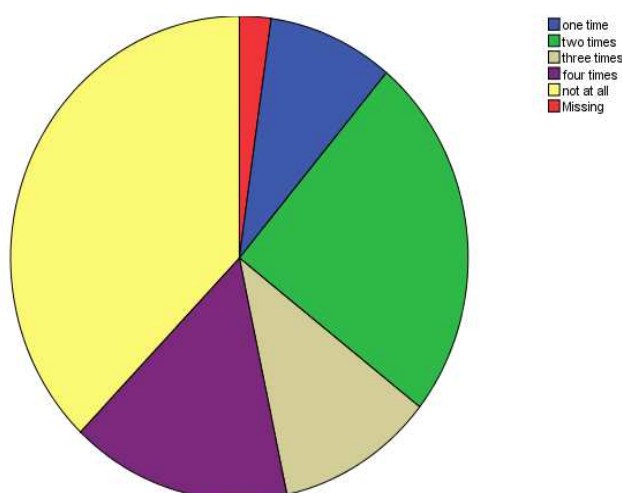
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	38	42.2	42.2	42.2
	yes	52	57.8	57.8	100.0
	Total	90	100.0	100.0	

As reflected in the above Table-8, 57.2% of teacher participants responded as 'Yes' and 42.2% as 'No'. The size of those said yes greater than those said no. This reveals that more than half of the school principals have experience of providing leadership training to school teachers, department heads and other stakeholders. However, a considerable number of school principals do not have such experience which may imply that these leaders may not be professionals in educational leadership. In addition, we can also see the following pie chart for more understandings on the availability of other training capacities.

FREQUENCY OF LEADERSHIP AND POLICY TRAINING PROVISION TO SCHOOL TEACHERS, DEPARTMENT HEADS AND OTHER STAKEHOLDERS

FIGURE 5: DEGREE OF LEADERSHIP AND POLICY TRAINING PROVISION TO SCHOOL TEACHERS, DEPARTMENT HEADS AND OTHER STAKEHOLDERS

Degree of leadership and policy training provision to school teachers, department heads and other stakeholders



PROBABILITY OF BEING ADDICTED BY CHAT CHEWING AND SMOKING NICOTINE

TABLE 9: PRINCIPAL'S DEGREE OF EXPOSURE TO CHAT CHEWING, ALCOHOLIC DRINK, SMOKING CIGARETTES AND SEXUAL HARASSMENT

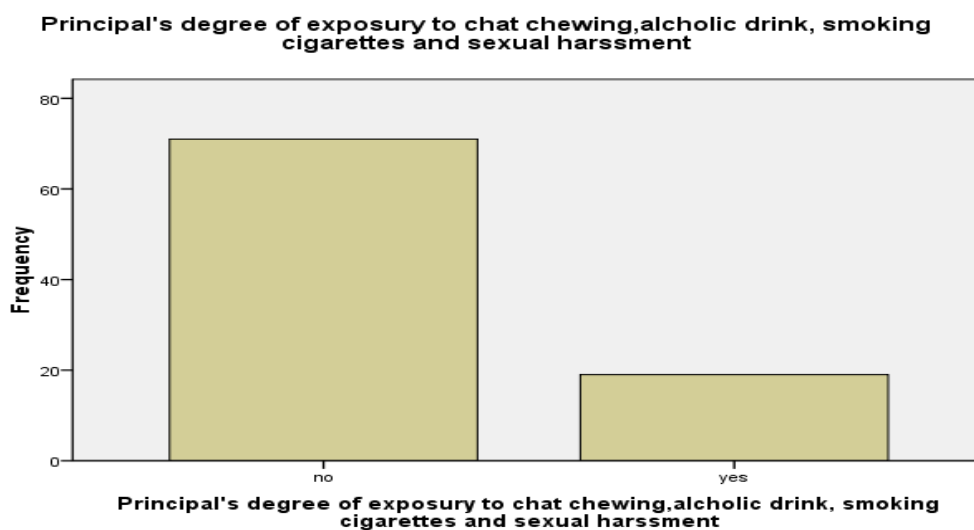
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	71	78.9	78.9	78.9
	yes	19	21.1	21.1	100.0
	Total	90	100.0	100.0	

Here in the above frequency table, we can see that 78.9% of the respondents said 'No' and 21.1 % said 'Yes'. The percentage of those said 'No' is more than three folds greater than those said 'Yes'. This reflects that size of principals exposed to bad addictions such as chat chewing, alcoholic drink, smoking cigarette, and sexual harassment in general is very less in preparatory secondary schools as compared to some (21.1%) school principals being exposed to the addictions.

Therefore, we can say that most of the school leaders found in the sample schools are free from bad addictions. However, there are school principals who are exposed to these addictions and assigned as school leaders/principals. So we can guess that how much these principals are truly and properly leading these public pre-college/University schools as far as bad addiction if prohibited by the law of academic leadership.

For more clarification, we can also look at the figure 6 and estimate especially the number of school principals exposed to bad addictions in view of the percentage of teacher respondents who replied as Yes as shown in the bar graph.

FIGURE 6: PREPARATORY SCHOOL PRINCIPALS' PROBABILITY OF BEING EXPOSED TO BAD ADDICTIONS; CHAT CHEWING, ALCOHOLIC DRINK, SMOKING CIGARETTES AND SEXUAL HARSSMENT



PRINCIPAL'S DEGREE OF DECISION MAKING PROCESS BASED ON SCHOOL'S LEADERSHIP POLICY

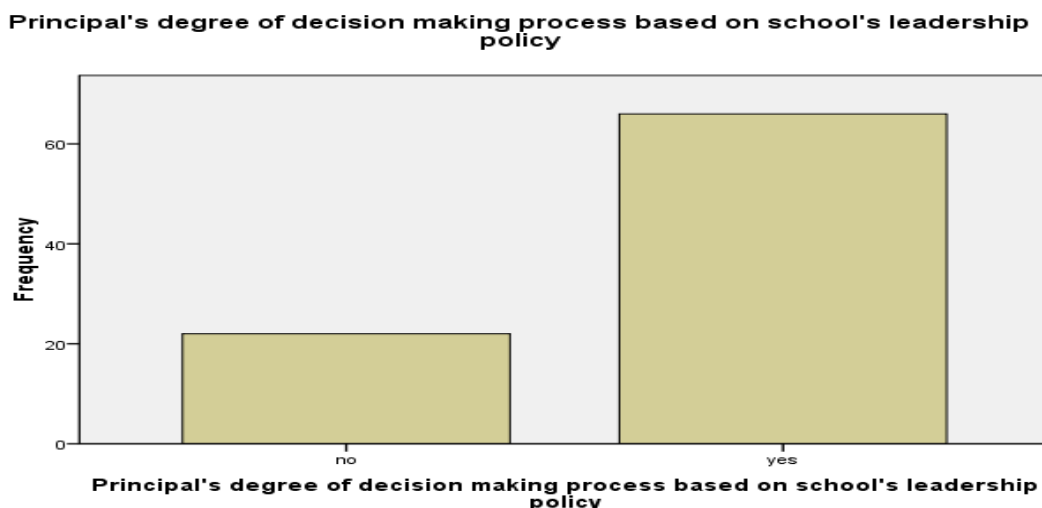
TABLE 10: PRINCIPAL'S DEGREE OF DECISION MAKING PROCESS BASED ON SCHOOL'S LEADERSHIP POLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	22	24.4	25.0	25.0
	yes	66	73.3	75.0	100.0
	Total	88	97.8	100.0	
Missing	System	2	2.2		
Total		90	100.0		

As shown in the above Table 10, the size of participants who did reply 'Yes' is 75% and 'No' is 25%. The percentage of those who said 'Yes' is three times greater than those who replied as 'No'. This percentage difference of the respondents tells us that more than half of the school principals make leadership decisions based on their schools leadership policy. This means that they read school leadership policy when they need just in order to make their decision as rational as possible basing their school contexts. However, from the teacher respondents' figure we can deduce that some of the school principals do make decisions without using their school leadership policy so that as school principals they are suspected that they are practicing their leadership role without any school leadership guidelines but they are assigned and trying to lead the school. Hence, as school teachers or educators it is foolish to desire rational decision making process and school leadership system from such school principals.

To illustrate it more, we can also refer figure 7 shown below.

FIGURE 7: PERCENTAGE OF RESPONDENTS WHO SUGGESTED ON PRINCIPALS' CAPACITY OF DECISION MAKING PROCESS BASED ON SCHOOL'S LEADERSHIP POLICY



STYLE OF LEADERSHIP BEING EXERCISED BY THE SCHOOL DIRECTOR

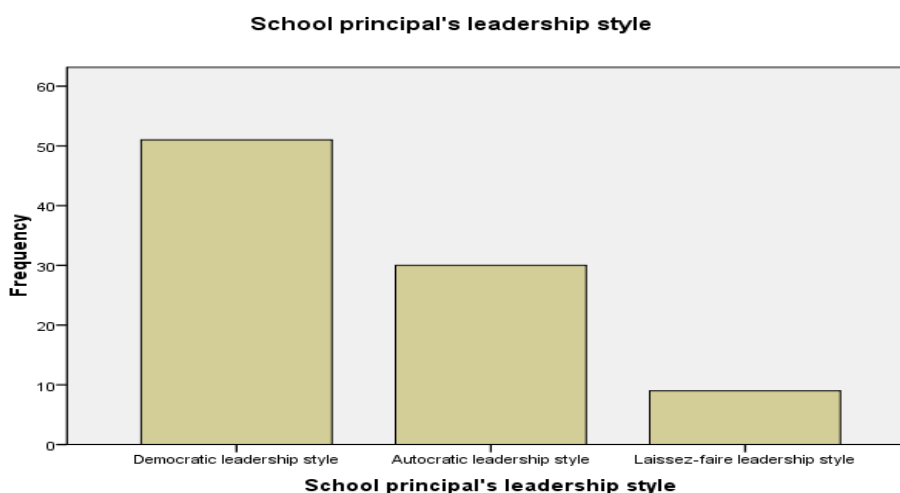
TABLE 11: SCHOOL PRINCIPALS' LEADERSHIP STYLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Democratic leadership style	51	56.7	56.7	56.7
	Autocratic leadership style	30	33.3	33.3	90.0
	Laissez-faire leadership style	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

As reflected in the above table, the percentage of the research participants who answered as democratic leadership style is 56.7%, Autocratic leadership style is 33.3% and Laissez-faire leadership style is 10 %. The size of the respondents replied to the first variable is higher than the second variable and the highest of the third one. Here from the teacher respondents' figure shown in the table, we can infer that more than half of school principals use democratic leadership style, a considerable number other school directors employ autocratic leadership style and those schools which are being led using laissez-faire leadership style are very less in number. Generally, from the finding we can observe that preparatory school directors have been using various school leadership styles though most of them employ democratic leadership and autocratic leadership styles.

For more, understandings we shall view the bar graph shown below at figure 8.

FIGURE 8: FREQUENCY OF SCHOOL TEACHERS' RESPONSES ON SCHOOL PRINCIPALS' LEADERSHIP STYLE SEEN AT THEIR SCHOOL



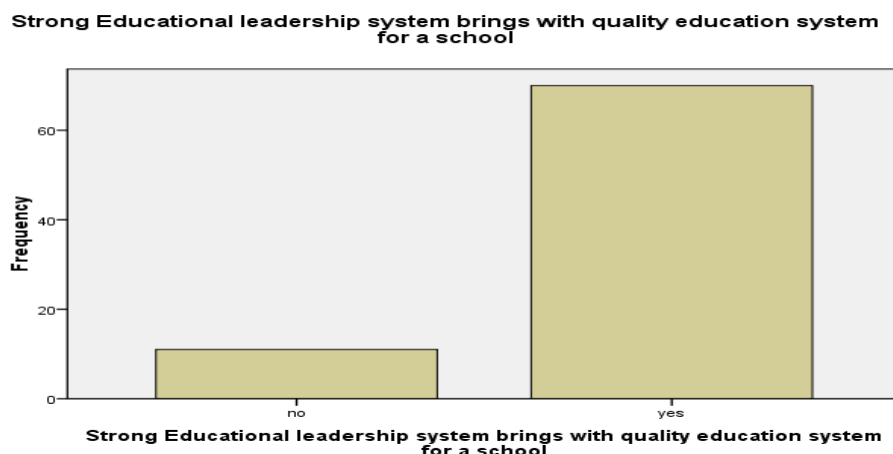
ATTITUDES OF SCHOOL TEACHERS TOWARD THE LINK BETWEEN QUALITY SCHOOL LEADERSHIP SYSTEM AND QUALITY EDUCATION

TABLE 12: STRONG EDUCATIONAL LEADERSHIP SYSTEM BRINGS WITH QUALITY EDUCATION SYSTEM FOR A SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	11	12.2	13.6	13.6
	yes	70	77.8	86.4	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

When we refer to the above Table 12, 13.6% of the respondents said 'No' and 86.4% said 'Yes'. Those said 'No' are by far less than those said 'Yes'. This can reflect that most of the school teachers believe in the link between quality school leadership system and Quality Education. Hence, from such experiences we can say and conclude that there is a relationship between educational leadership and quality education of one's school. For more clarity, see figure 9.

FIGURE 9: DISPLAY ON THE RELATIONSHIP BETWEEN STRONG EDUCATIONAL LEADERSHIP SYSTEM AND QUALITY EDUCATION PRACTICE FOR A SCHOOL



WHICH ONE IS BEST FOR THE EXISTENCE OF QUALITY SCHOOL LEADERSHIP SYSTEM?

TABLE 13: WHICH LEADERSHIP STYLE IS EFFECTIVE FOR THE PRESENCE OF QUALITY EDUCATION IN YOUR SCHOOL?

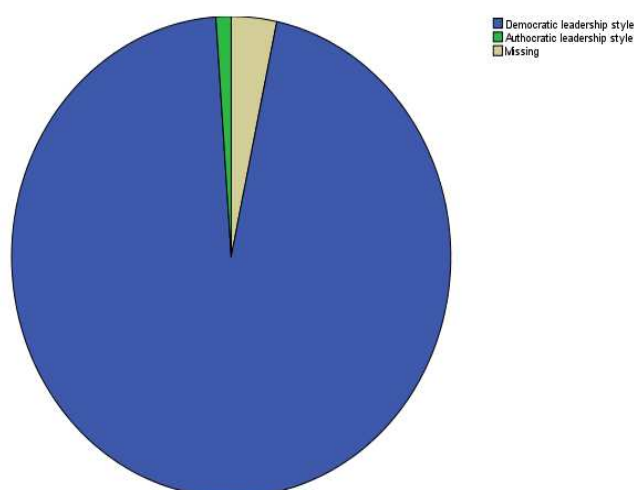
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Democratic leadership style	86	95.6	98.9	98.9
	Autocratic leadership style	1	1.1	1.1	100.0
	Total	87	96.7	100.0	
Missing	System	3	3.3		
Total		90	100.0		

The table shown above depicts that among the teacher respondents found in the sample preparatory secondary schools, 98.9% of the them favor as democratic leadership style, 1.1% of them favor autocratic leadership style and none of them favor laissez-faire leadership style for the presence of quality education system in their schools. The percentage of those who favor democratic leadership style is the highest one so that all school teachers, from their teaching learning experiences; has put strong belief on the practice of democratic leadership style in order to have quality education system for their own school. Therefore, we can deduce that even in order to audit, enhance and assure quality education in preparatory secondary schools, democratic leadership style is very mandatory. Briefly, we can simply say that democratic leadership practice can be a true prerequisite to quality education system for a particular preparatory secondary school.

In order to observe pictorially the percentage of respondents-school teachers, we can look at the figure shown below.

FIGURE 10: PERCENTAGE OF RESPONDENTS' BELIEF ON THE NECESSITY OF DEMOCRATIC LEADERSHIP STYLE FOR THE EXISTENCE OF QUALITY EDUCATION

Which leadership style is effective for the presence of quality education in your school?



FINDINGS

- The overall findings of the study based on the discussed results and discovered so far are set as follows.
- The majority of the preparatory schools' principals are being led by professionals in leadership. However, a considerable number of schools are being led by non-professionals though they are subject specialist in various field of study.
- Most school principals have been elected based on their political outlook set as a criterion by the Woreda Education officers instead of elected by professional merit and acceptance by the teachers unless their political outlook matches with their professional merit as a fortunate. However, it has been learnt that the government has begun to assign school principals based on professional merits especially school leadership appointment based on field studies, in particular qualified in Educational Planning and Management.
- Most of the school directors are not selected with their higher professional acceptance by the teachers, but after their appointment their acceptance increases. This may be due to their effective leadership practices observed practically by the community members. Otherwise, there is no another means of social acceptance with out the reflection of this positive/effective leadership system.
- Principals' general approach daily shown to school teachers during their work process is vital for effective school leadership system.
- Half of the school principals among the selected schools lean to teacher punishment. However, half of other school principals do not incline to teacher punishment. This states that there are school principals who do not take punishment as a corrective measure during the process of school leadership. Rather, they may use another corrective mechanism.
- More than half of the school principals have experience of providing leadership training to school teachers, department heads and other stakeholders. However, a considerable number of them do not have such experience which may in turn imply that these school leaders may not be professionals in school leadership.
- Most of the school leaders found in the sample schools are free from bad addictions. However, there are school principals who are exposed to these addictions and assigned as school leaders/principals. So we can guess that how much these principals may truly and properly leading these public pre-college/pre-university schools against the academic law that prohibits addiction during leadership practice.
- School principals read school leadership policy when they need to make their decision as rational as possible basing their school contexts. However, some of the school principals practice their leadership role without any school leadership guidelines but they are assigned and trying to lead the school.
- Preparatory school directors have various school leadership styles though most of them employ democratic and autocratic leadership styles.
- Most of the school teachers believe in the link between quality school leadership system and Quality Education, and hence from such experience it is possible to conclude that there is a relationship between educational leadership and quality education of one's school.
- In order to audit, enhance and assure quality education at preparatory secondary schools, democratic leadership style is very mandatory. Briefly, as it has been revealed throughout the study; democratic leadership practice can be a true prerequisite to quality education system for a particular preparatory secondary school.

RECOMMENDATIONS/SUGGESTIONS

1. Professional school directors/principals in the field have to be assigned as school principals if we need to bring with quality school leadership practice with quality education system.
2. The government must assign school principals, or other academic leaders considering at least the following majors which must collocate /go together:
 - a. Professionals in the field
 - b. With good charismatic nature, i.e. naturally gifted in effective leadership.
 - c. Successful political outlook if it is too compulsory.
3. Fortunately and /or unless their political outlook matches with their professional merit, hoping *quality academic leadership* for any school system cannot be beyond a dream as far as *quality education* must be achieved.

CONCLUSIONS

From the whole spirit of the findings seen, it has been concluded as follows:

1. There are assigned preparatory school principals who are not professionals in the field, i.e. in Educational planning and management or, Educational leadership and policy. Meaning a number of schools have been led by non-professionals.
2. Principals/directors currently working in most schools did not have genuine acceptance by their school teachers during they are voted.
3. Most school principals have been elected based on their political outlook set as a criterion by the Woreda Education officers instead of election by professional merit and acceptance by the school teachers. However, the government has begun to assign school principals based on professional merits especially school leadership appointment based on field study regardless of their size.
4. There are some effective school leaders, or principals who are exercising effective leadership style though they are not professionals in the field.
5. Principals' helpful interpersonal communication skills daily shown to school teachers are very important to manage and lead the school successfully as an academic organization.
6. There are the so called school principals who do not have professional ethics for the school community during exercising the school's leadership and/or administration system.
7. Nearly half of the school principals studied utilizes punishment as a mechanism of solving school leadership challenges
8. Almost half school leaders do have the capacity of giving leadership training to school teachers though almost half of them also do not have, but assigned as school principals.
9. There are some school directors/principals who are addicted to bad addictions such as chat chewing, smoking cigarette, and sexual harassment so that their leadership system is very poor. Democratic leadership style is best, or most preferable to other leadership styles so as to bring with quality education system for ones school.
10. There are some school principals who are making decisions on school issues without employing their school leadership policy. Hence, as school teachers or educators it is foolish to desire rational decision making process and school leadership system from such school principals.
11. Preparatory school directors have been using various school leadership styles though most of them employ democratic leadership and autocratic leadership styles.
12. The number of school principals, who influence negatively, the school teachers behind the name of their leadership power found in their hand; is not very less.

LIMITATIONS

The study did seriously encounter time constraint and budgetary problems due to the fact that the researcher was in a position to travel throughout the study areas within a year time.

SCOPE FOR FURTHER RESEARCH

The study is particularly concerned with research on the contribution of the existing school educational leadership system in order to practice quality education in preparatory secondary schools found in North and South Gondar Administrative Zones. Currently, these schools have been trying their best to keep quality education to their first come customers; students. To be more clear, from the different necessities of these preparatory schools as education institutions; this study focuses on their events of educational leadership practices being exercised to achieve quality education in the system there by to secure quality teaching learning process. Further study should also stand up on and start from this scope broader than ever.

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