Full Length Research Paper

Practices and Challenges of Educational Leadership in Selected Secondary Schools of Bole Sub-city, Addis Ababa, Ethiopia.

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Abstract
Myriad secondary schools of Addis Ababa are stuck with a multitude of challenges. However, information on these challenges and factors are far from adequate. Thus, this research was initiated with the major aim of examining the key challenges and practices that faced secondary schools. The study employed mixed survey method and was conducted in 4 schools. To collect the relevant data questionnaire of both closed and open ended questions were used. Interview, focus group discussion, observation and minute analysis were conducted during the study. Most sampled secondary schools have a three years strategic plan, action plan, BPR plan and BSC plan. The secondary schools' visions were not smart and there was no stakeholders' participation in developing the mission and vision of the secondary schools. Inclusion, not participating in collaboration with the secondary schools, lack of stakeholders' participation, societal challenge, the problem of facilitating change and secondary schools improvement and gender disparity are among the major challenges that educational leaders faced. In order to reduce the challenges, the secondary schools leaders should encourage and facilitate the participation of stakeholders in planning, mobilize stakeholders, invite change and innovation, and be committed to facilitate change. Leaders should widely distribute leadership tasks; give incentives to staff to participate in leadership teams, and encourage teachers to participate in leadership to strengthen succession planning.

Key Words: Challenges, Factors, Practices, Secondary schools, Leadership.

Introduction

Ethiopia is rushing with a magnificent pace for enhancing equity, participation and access to higher education. Educational organization and management is increasingly recognized as a vital instrument in enabling the teaching learning process to thrive (Jeilu, 2001; Ayalew, 1991). Management is an art of carrying out organizations functions and tasks through people that involve the application of skills and techniques in human relation, organization structuring, and communicating managing change (Ayalew, 1991). In secondary schools, the role of educational leadership is highly emphasized on controlling and supporting the teaching learning process. Leading is also expected as their main role. Jeilu (2001), states that local educational authorise perform their responsibilities, if they have the necessary knowledge, skill and experience that enable them to manage and mobilize the resources needed to implement educational activities. Management competencies such as knowledge, skills, behaviours and attitudes are mandatory to be effective in a wide range of management job (Hallinger, 2002). Besides these there are additional and routine tasks that leaders spent most of their time, especially administering student affairs, behaviours and leading supportive staff. Most of these kinds of tasks are seasonal, because the nature of the tasks is not long lasting. Presidents may also spend much of their time by preparing, writing and editing plans as well as reports.

Educational leaders in tertiary education of Ethiopia faced so many problems internally and externally. In internal cases some teachers are not volunteer to do in collaboration, some neglects the co-curricular activities, some of them assume that their responsibility is only teaching students in a classroom, some of them assume that following and advising misbehaved students is only the duties of leaders in different hierarchies. Teachers in secondary schools are expected to engage in community service and conduct research, but most them are not involved in giving service to the local community and were not highly engaged in research.

Today educational leaders are expected more to facilitate sound and productive teaching learning environment. To address this; leadership ability, skill and knowledge are critical (Mclaughlin, 1987). Thus educational leaders are expected to be strong, responsible, committed and visionary. To this end, some presidents and other educational leaders may lack behind due to limited leadership quality and skill they have. Due to the above and other possible causes currently leaders of secondary schools are in the circle of so many

challenges. So the research team want to see the major challenges that faced educational leaders of schools. Limit of leadership skills in today's organizations are inefficient for meeting the current and future need (Lesie, 2008). Therefore, the overall objective of the study is that to assess the practice and to examine the major challenges that faced educational leadership of Ethiopian secondary schools. More specifically, the aim of this research was to assess how educational leaders of secondary schools perform their duties and to dig out the major challenges that faced educational leaders of schools.

Materials and Methods
Research Design
Depending on the nature of the problem under study as well as the purpose of research, descriptive survey design was employed for explaining the practice & challenges of leadership in school & Education experts in bole sub-cities, Addis Ababa. The method was chosen for its relatively low cost and its suitability to show situations as they currently exits. That means the study determines and describes the way things are (Gay, 2006:275). Similarly Best & Kahan (2003) noted that descriptive research design helps to describe & interpret the current condition (practices, existing challenges & opportunities).

Source of Data
In order to attain the objective of the study the researcher used both primary and secondary data sources. The primary data were collected from participants of school and education experts. The participants were students, teachers, and experts & school management. The sample was including school principals & core process owners, and schools owners/expertise that in this study are referred to as school management and school management respectively. Means of data collection were questionnaire, interview and checklist. As to the primary sources, students and teachers were involved questionnaire, managers of school &Education experts were involved interview and filed observation was used observation checklist. In view of supporting the information gathered through primary sources, secondary data related to cooperative training were collected from official documents of school & education experts, different published books, journals & articles.

Sampling Technique and procedure
Currently, there are more than dozens of secondary and primary schools in Bole sub-city of Addis Ababa. The researcher selected two public or government secondary schools & Private schools each from central and peripheral areas respectively using random sampling technique and 10 experts that participating in leadership were selected randomly. From the sample, there were 82 teachers, 520 students, 8 managements of school and 34 school owners. The sample size was taken based on the proportion of the target population in the school & Experts (see table 1). Teachers and students were selected using stratified random sampling technique as highlighted by Gay (2006:126,138). School managers & school owner were selected for interview.

Table 1. Population and sample size.

No	Name of school	School Principals		Teachers		Students		Others (Experts)		Total	
		Total	Sample	Total	Sample	Total	Sample	Total	Sample	Total	Sample
1	Public	4	3 (75%)	60	22 (36.66%)	426	85 (20 %)	25	7 (28%)	515	117 (22.7%)
2	Private	4	3 (75%)	22	8 (36.4%)	94	17 (20%)	9	3 (33.3%)	129	31 (24%)
Grand total		8	6 (75%)	82	30 (36.6%)	520	102 (20 %)	34	10 (29.4%)	644	148 (23.3%)

Note: There is one principal, two core process owners and one supervisor in each school.

Lone principal, one core process owners and one supervisor were taken using availability sampling technique for they are expected to give a better response for the interview. The selection of sample teachers were carry out first by forming categories/strata of teachers based on their area of specialization. After this respondents were selected proportionately from each stratum using random sampling. Altogether, 30(36.6%) of the teachers were selected to take part in this study. There were a total of 520 secondary and preparatory regular students (of course, including few students from grade 9 and 10 so as to ensure the representation of occupational areas) in the two schools. One hundred two (20%) of them were included in the study by way of proportionate sampling. Grade 9 and grade 10 students were chosen with the assumption that they can provide reliable information due to their comparatively longer stay in their respective schools. In addition, ten school owner/supervisor with longer experience in schools were purposively included in the interview as they are expected to have accumulated knowledge of the experts" practices they observed via reports and supervision. Overall, 148 respondents were included in the study. The information obtained from the school owners, principals, the experts by way of semi-structured interview were used to compare and triangulate the responses given by the teachers and the students. The semi-structured interview was employed because it enables to get detailed answers by asking additional question when

necessary.

Data Collection Instruments
The data collection instruments were included questionnaire, interview and checklist of data gathering method which were employed in order to get relevant information from key informants like students, teachers, manager of experts & schools. The students & teacher were participating by responding questionnaire & interview was responded by managers of school & Experts. The questionnaires were constructed with closed & open ended items. To collect further information the researcher was prepared relevant checklist used for observation and document analysis. The questionnaire was employed as main data collection instrument, because factual information is better secured through the questioner. Moreover, questioner enables to obtain variety of opinions from a large size of population, relatively within a short period of time. The document analyses were mainly used for investigating the number of teachers and students in the schools. To collect relevant & adequate data through the aforementioned source it is necessary to select & train 4 teachers enumerators. The researcher was made close supervision & support during the enumerators collected data. However, the interview to experts & school managers were administered by the researcher himself. How each of the data gathering instruments were use discussed in detail.

Questionnaire
The questionnaire is one particular type of survey which asks for responses to a set of questions. One can involve large numbers of people by using a questionnaire (Hult, 1986:37). Both sets of questionnaires were first prepared in English and the Amharic versions were distributed to the students to make them more comprehensible. The questionnaires contained both closed-ended and open-ended items. Most of the closed-ended items were constructed in the form of multiple choice (of course some of them were in the form of rating scale). The open-ended questions were prepared in a form that enables to collect the respondents‟ suggestions, comments, and recommendations.

Interview
An interview is a data collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data (Johnsen and Christensen, 2008:203). An interview guide was prepared in Amharic so as to get better detailed information from the school owner/supervisor, principals and process owners. The interview was conduct on a face-to-face basis.

Document Analysis
To secure facts and figures about the students and employees (principals, process owner, and teachers), a number of documents among others, statistical information, reports, employee's lists were thoroughly and sufficiently investigated. In addition, secondary sources such as official policy and strategy document, guidelines, books, magazines, education statistical abstracts, etc. were referred.

Observation checklist
Since it is important to secure additional facts through observation at the respective sites, an observation checklist comprising pointes regarding the staffing, equipment, facilities, services, and the training process were prepared and employed. This was used to further strengthen the information collected through means of other data gathering instruments. To achieve the objectives of data collection the researcher was arranged convenient time & place for the respondents. The 4 enumerators were given half day training by the researcher and the short orientation was given the selected respondents of Students & Teachers concerning the objective of the study.

Data Collection Procedures
The questionnaires were pilot to maintain reliability and to evaluate the appropriateness before they were administered. Pilot test was administered in public schools, among 20 respondents other than the subject for the study. The purpose of the pilot test was to check whether the investigator and the respondents were properly communicating through the instrument and add some value to the reliability and validity of the questioners on the base of the feedback obtained. Based on the results obtained, some questions were modified by incorporating the inputs obtained from the respondents and other concerned individuals. After getting all the corrected items, the questionnaires were distributed and followed up for collection according to the time line. To increase the quality of the responses, the return time was made short through continuous follow up.

The researcher made the purpose of the study simple and clears to all respondents of the questionnaires in order to avoid confusion. Besides these, explanations were providing as required by the respondents. Field observations were carried out according to the time schedule. In all the schools‟ machines, training equipment, workshops, class rooms etc. and organizational structures were observed by the researcher himself. Documents which are indicated as secondary sources were analyse.

Data Analysis
To make the collected data ready for analysis, the questionnaire was checked for completeness. The data also classified and tallied carefully. The assembled data were arranged and organized in tables. Both quantitative and qualitative techniques were used to

analyze and interpret the obtained data. However, quantitative data analysis method was employed as the major technique since the data was gathered mainly by using questionnaires. From descriptive statistic, percentage and frequency counts were used to analyze the personal characteristics of the respondents. Measure of central tendencies such as mean, standard deviation, and weighted mean scores were used to measure and compare the opinions of respondent groups. One-way ANOVA test was the other statistical tool that is used to check the existence of statistical significant differences in perceptions among the two occupational groups (students & teachers) of respondents on the issue under investigation. Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result, the data collected through interview, open-ended question, and document review were narrated under quantitative data (items) related to it. Regarding the data obtained through observation, some of the items were analyzed quantitatively under the data collected through questionnaire, and some of them were narrated independently.

Results and discussion

Effective Planning

Planning is one of the key indicators of effective leadership. Most respondents said that the performance of leaders on effective planning was moderate (X =3.71). Leaders believed that they perform their duties in a good manner especially on clarity and simplicity of planning. Unlike the followers' response, leaders' practice is high in simplicity of planning. Teachers' mean also shows that there was a moderate way of planning by leaders. There is no regular and consistent staff meeting that highly support leaders to share their leadership roles. When we see in ownership, public schools have relatively high performance on having effecting planning.

Table 2:-   Educational Leaders Practice in Effective Planning

No	Item/Practice	Principals		Teachers		Weight mean	T-obt	Sig. (2-tailed)
		X	Std	X	Std			
1.	Objectivity of resources management planning	3.37	1.33	3.30	1.13	3.31	0.270	**0.787**
2.	Implementation status depending on annual planning	4.00	0.83	3.45	1.28	3.53	2.150	**0.033**
3.	Clarity and simplicity of planning	4.15	0.77	3.67	1.07	3.74	2.226	**0.027**
4.	Regular staff meeting	4.07	0.78	3.76	1.01	3.81	1.534	**0.127**
	Average mean	3.90	0.63	3.54	0.76	3.59	2.265	0.025

*Note that significance level is 0.05, df=176, t-critical is 1.9735

So the two groups have almost similar response on objectivity of resource management planning and regular staff meeting to discuss which is found at the moderate level in practice. This shows there is no sufficient statistical evidence that shows the mean difference between the groups of respondents. This implies, both groups perceive the items similarly. The weighted mean for each item reflects that leaders rated relatively higher than their subordinates. So the average mean of leaders (3.80) is rated higher than the mean value of teachers (3.68) which implies leaders perceive their performance. All schools have their own strategic plan. The Balanced Score Card Plan and other plans are available but are not uniform over the school. But the expected plans were not implemented depending on the annual plan. Most teachers were not doing their tasks to achieve the yearly plan of the school. Minutes from schools shows that mostly plan were stated effectively on the paper, but most of the activities in the plan were not actually implemented. Resource management by itself needs high attestation by school leaders, because there was shortage of materials to be distributed during the beginning of the year.

Decision Making Process

Decisions were not made through participation of all the stakeholders of the community. This is shown by a slight participation of students' council and directors of the school. Only the response is relatively high on how the schools establish a good controlling system in order to make preferable decision making process. Educational leaders were not active in gathering information and facts before proposing a solution for a certain problem; they were not also following step by step manner of problem solving. The other fact that we can understand is educational leaders do not work highly for a continuous improvement.

Resource Management Capacity

Educational leaders' capacity on resource management is found at a moderate level. They manage financial, material and human resources moderately with a mean value of 3.45. Leaders rated 4.29 and 4.21 on items that they are capable to optimum utilization of available financial resource and having effective time management system. There is statistically significance difference between leaders and followers in responding optimum utilization of resource and keeping accurate and complete human resource record. This

implies, in general, that leaders and teachers in this stage have no similar perception about the utilization of financial resources and how to keep human resources record in accurate and complete way. So from here one can understand that, either teachers have rated their leaders as low or moderate in financial resource utilization and keeping human resource record accurately, or leaders had over rated their current performance. The result of minutes review shows resources management capacity status of leaders is almost at a moderate level. The document analysis shows that there is always inventory and monitoring system at least once in a year. Auditing had taken place internally and by general auditor. But most of the employees (including teachers) and students do not use the material resources (such as water, electricity, books, teaching aids, chalks etc) properly. There is high shortage of water, electricity and laboratory rooms in most of the schools.

All schools do not have a significance problem on how to plan their time effectively, but there is no strictly applicable and measurable way of managing their time. Not only leaders but also teachers plan their time but both of them do not use what is expected and stated on the plan. Managing resources is high in the third generation (with a mean value of 3.61) and relatively low in second generation schools with a mean value of 3.30.

Strategic Planning
The strategic planning in public schools was not found in a good performance, because most respondents rated all the items at a moderate and low level. Leaders responded that they were moderate in the ability to translate vision into realistic student success. Teachers also rated moderately all items. When we compare in generation level, the first generation schools have relatively good strategic planning and low in third generation schools. The weighted mean responded by both groups, the leaders' performance is found at a risk level which their mean is found at the lower stage of the moderate level. So the way how leaders perform strategic planning almost needs concern for more achievement, because currently they have no SMART vision, they do not encourage the stakeholders to participate and their ability is low to translate vision in to realistic student success. But in a relative way leaders rated high than followers response with a mean value of 3.62 and 3.46 respectively.

There is statistically significance different between leaders and teachers response in all items except developing SMART plan. This implies both groups do not perceive the item in the same manner, they perceive and respond differently. So the way how educational leaders communicate their vision is differently observed by the two groups and hence this is an implication of either teachers undermined the practice or ability of their leaders in communicating their vision to the community, or leaders overstated their current status and ability to communicate their vision.

Schools have their own strategic plan and the vision was developed and posted on a suitable place. But the main concern in here is the vision is not yet specific and easily understandable by the community. The plan is not SMART because the participation of stakeholders is very limited in which the vision and mission of the schools (in most schools) is solely developed by the administration wing without the active participation of teachers, students, families and the society as a whole.

Resource Distribution
Distributing resources timely is one of the major tasks of leaders. Educational leaders are expected to distribute financial and material resources to all sections (departments) in a fair and wise way. Schools were not in a good practice concerning distribution of all resources. There is no effective distribution system to overcome damage and resources were not distributed timely. These practices were found at dangerous stage that leaders' performance is lower than fairness time schedule distribution at department level. There is statistically significance difference between leaders and their followers in responding distribution of fairness time schedule. Leaders rated relatively high than teachers with a mean value of 3.65 and 3.21. This implies that leaders believed themselves that they distribute time schedule to all departments fairly while teachers perceive they are highly loaded with much task to perform. So we can say that principals put themselves as a good distributor of time schedule at the department level but teachers agree on that there is no fair distribution of time schedule in the schools.

Change and Innovation
Every leaders in secondary schools are expected to be the one who encourage himself to bring change in a continuous way. Change by itself is not practiced without the acceptance of the majority especially by the leading group. So when we want to have a certain change, first of all, leaders should stand for change and are responsible to mobilize the whole community, to do their best, by creating awareness for those who are with leaders. Educational leaders in secondary schools lack motivation to mobilize stakeholders to bring and sustain change, they do not invite change and innovation, and mostly most of them are focused on routine tasks than proceeding depending on the schedule and their plan. Respondents rated at lower stage of moderate level of practice. The leaders rated relatively high and are committed to facilitate change (X=4.02) than other practices. But leaders put themselves at a moderate level to perform. This implies leaders are the one who take and accept orders comes from the top hierarchy but not (as expected as) the one who discover new things that can facilitate the teaching learning process. In most cases, there is a significance difference observed between leaders and teachers to respond on leaders commitment to facilitate change, leaders ability to mobilize stakeholders to bring change, to invite change and innovation, in creating a conducive environment to promote development, ability of leaders to overcome resistance to change and in what way they focused on routine tasks. Educational leaders should be a practical agent of change their institution,

otherwise if there are no change and innovation, it would not be applied without leaders commitment. Due to this, these areas of issue that are found under poor value rated as at the lower margin of moderate level. The minute's analysis result underlined that most leaders are not volunteer to accept change army as a tool for succession. Mostly it is implemented because it is order by ministry of education. But leaders should believe and accept it and come to implement it. The innovation of BPR (Business Processing Reengineering) and the BSC (Balanced Score Card) was not implemented properly in a continuous way, because they were mot committed to accept and innovate change.

Organizing Process
In most schools, the organizing process is found on the lower margin (X=3.23) of medium practice that shows leaders performance needs to be improved. Leaders accept that their practice on implementing their plan in the regular time is relatively less poor. Regarding with the level of significance, leaders and teachers response have a significance difference on items like implementing their plan regularly, setting standard for each activity, creating well developed and comprehensive data collection mechanism, and establishing simple clear and save method of data handling system. This implies that on the above items, leaders and teachers responded in different ways, either teachers undermined the work of leaders or leaders themselves exaggerated their performance without evidence. The data handling system is poor and the data collection tools were not significantly developed; even the collected data were not analysed well. This practice is relatively high in first generation and low in the second generation schools.

Problem Solving Method
The way how educational leaders tried to solve problems is a key issue in leadership concern. The method of problem solving must be wise and acceptable by most of the employees found in the organization. Having this into mind respondents put lower margin of the moderate level with a mean value of 3.29 which is categorized under a poor condition. In relative way, leaders perform poorly in recognizing and rewarding individuals/teams for their best achievement. But they rated relatively high on the item about. Leaders rated the ability to prioritize problems as a high relative value in the dimension. There is statistically significance different between leaders and teachers to respond the ability to prioritize problems that the two groups perceive and reflect their ideas in different way. This may be occurred due to either teachers do not recognize the performance of teachers or leaders overstated their level of practices. The motivation system is vital for further achievement. The reward system is also poor that most done the reward system always at the end of the year for few teachers. Some schools form a committee for recognition and reward purpose, but the committee was not accepted and respected by teachers.

Major Challenges that Faced Educational Leaders
There are a large number of challenges in education system that can easily affect the teaching learning process. These challenges may critically face educational leaders and affect their performance; and can negatively influence the whole educational system. Currently there is a method of selecting those major challenges and the way to resolve those challenges.

Respondents argued that all the items in the table were the major challenges that faced while they were doing their tasks with a mean value of 3.56 which is scaled at moderately challenged. While teachers rated relatively lower than leaders even within a moderate level. This implies that teachers do not accept the challenge as a major one like their leaders. So teachers believe that their leaders may not be faced with a great challenge rather by leaders assumes themselves that they are the one with so many problems. Managing student's non-academic services, inclusion (cultural, religion, ethnicity and linguistic diversity), gender equality and equity, promoting teaching and learning, continuous professional development, globalization and facilitating change and quality improvement and considered to be challenges of leaders respectively.

Table 3. The Major Challenges that Faced Educational Leaders of Secondary Schools

Items/ Practice	Mean Value					Sig. (2-tailed)
	DW	**WY**	**KA**	**DT**	**Weighted Mean**	
Promoting teaching and learning	3.66	3.49	3.53	3.31	3.52	0.105
Societal challenge	3.51	3.21	3.37	2.95	3.31	0.00
Facilitating change and quality improvement	3.38	3.31	3.4	3.36	3.36	0.118
Globalization	3.59	3.77	3.21	2.9	3.45	0.941
Risk taking	3.33	3.18	3.24	3.03	3.22	0.079
Continuous personal and professional development	3.62	3.62	3.32	3.15	3.46	0.374
Gender equality and equity	3.89	3.74	4.16	3.33	3.90	0.253
Inclusion (culture, religion, ethnicity, and linguistic diversity)	4.86	4.24	4.23	3.36	4.28	0.020
Average Mean	3.73	3.57	3.56	3.17	3.56	

Factors Affecting Leadership Role of Educational Leaders

There are a number of problems that are existed in education system and affect leaders' leadership role. Leaders do not perform equally in different situation and in different areas. This is true due to many reasons. Among those some are social and political factors, students' behaviour, and the problem of limited acceptance and so on.

Leaders and teachers rated in the same scales that all the stated items moderately affect leadership roles of leaders with an average mean value of 3.23. The 15 items were not highly influential that leaders' role did not basically influenced by the existed factors. The factors are rated as moderate (medium) factors that made their own influence (negative impact) up on the teaching learning process. Leaders rated students lack of vision or sense of purpose and professional factors as relatively a high factor that affects their leadership roles. But to the contrary they responded that use of wrong leadership style, conflict between leaders and teachers and students disciplinary problems are poorly rated as a factor that hinders their roles. The subordinates argue that socio-political factor and organizational culture are considered to be the factors that affect leader's leadership roles. Teachers believed that conflict between teachers and leaders, and uncooperativeness of teachers to team work are rated at last that affect leader's role with a mean value of 2.97 and 3.09 respectively. Leaders also argued that social and political interference in the system (teaching learning process) affects their leadership roles. So they assume that currently they are not playing their leadership role as of expected from them.

Table 4. Factors that Affect Leaders' Leadership Roles

Items/ Practice	Mean Value					Sig. (2-tailed)
	DW	**WY**	**KA**	**DT Schools**	**Weighted Mean**	
Professional factor	3.34	3.44	3.36	3.36	3.38	0.087
Societal and organizational culture	3.32	3.34	3.43	2.92	3.34	0.388
Socio-political factor	4.53	3.24	3.49	3.38	3.62	0.562
Educational background (other than EdPM)	3.42	3.33	3.20	3.15	3.28	0.444
The problem of limited acceptance	3.33	3.18	3.14	2.95	3.18	0.325
Lack of resource	3.00	3.25	3.20	2.90	3.16	0.341
Lack of personal qualities	3.26	3.12	3.34	3.03	3.23	0.420
Use of wrong leadership style	3.26	3.08	3.22	2.69	3.14	0.561
Lack of participatory decision making process	3.33	3.05	3.20	3.21	3.17	0.403
Lack of motivation or low morale of teacher	3.32	3.20	3.22	3.10	3.22	0.256
Conflict between teachers and leaders	3.16	2.96	3.02	2.77	3.01	0.209
Students' lack of interest for education	3.34	3.11	3.27	2.72	3.19	0.182
Students' disciplinary problems	3.38	3.07	3.14	2.77	3.13	0.466
Uncooperativeness of teachers to team work	3.32	3.08	3.14	3.08	3.15	0.068
Students' lack of vision or sense of purpose	3.40	3.12	3.30	3.00	3.24	0.001
Average Mean	**3.38**	**3.18**	**3.25**	**3.01**	**3.23**	

There was a problem of limited acceptance by teachers due to the current appointment of schools leaders. Currently leaders were appointed based on their political commitment than professional quality. Even if some of the top level leaders have huge academic experience, they lack acceptance due to the political assignment. The researchers observed that of leaders are from secondary schools with more experience of teaching and leadership at different levels. The socio-political factor, students' disciplinary problem, students' lack of interest for education and uncooperativeness of some teachers for team work are the major problems that highly effect leadership roles as gathered from document analysis. The style of leadership that leaders use is also another factor for the problem. Because respondents believed that principals use wrong leadership style on the wrong place on the wrong time that leads to conflict; and also make some teachers to be stand on the opposite side. Lack of motivation and lack of participatory decision making were also another problem existed in Schools that affects leadership roles.

Distributed Leadership
Distributing leadership in secondary schools is very important for the achievement of the education system goal. So leaders are expected to distribute their leadership role for teachers, students and other member of the community. Distributing educational leadership in the system is found at the lower margin of moderate level with an average weighted value of 3.22. Teachers argued that staff do not have incentives in order to participate in leadership teams and staff teams do not come together in order to address contextual or current challenge that educational leaders faced. Teachers are not encouraged to participate in leadership to strengthen succession planning. The new Ethiopian Education and Training policy offered distributed leadership in the system. Not only teachers and employees in schools but also the community is expected to accept it as their resource and to lead the organization in collaborative with the government. Based on the information gathered through document review leadership tasks are not widely distributed in secondary schools. There are no incentives and any kind of encouragement for teachers in order to enhance their participation in team leadership system. It is obviously true that teachers' participation in leadership is vital to strengthen succession planning. So in order to succeed the plan; distributive leadership should be given emphasis.

System Leadership

In system leadership, leaders are expected to work for the achievement of the educational goal as a whole rather than thinking for their institution only. Educational leaders not only think of their institution but also they should be worry about others' performance. Thus, educational leaders of the Schools in the country are expected to work collaboratively in partnership. The system leadership practice of leaders is also found at the lower margin of the moderate level. This shows that system leadership is not widely accepted and implemented over the country. Leaders do not care about the success of other schools. But they have a time to share their experience quarterly on the meeting entitled as 'transformational forum of schools' at national level.

Conclusion

The finding of this research would give an insight on the status and challenges of leadership in Ethiopian higher education. The performance of leaders on effective planning was not sufficient enough for bringing the desired outcomes. The objectivity of resource management planning and regular staff meeting to discuss was not good. All schools have their own strategic plan. Decisions were not made in participatory by including stakeholders of the community. This is shown by a slight participation of students' council and directors of the school. Only the response is relatively high on how the schools establish a good controlling system in order to make preferable decision making process. Educational leaders were not active in gathering information and facts before proposing a solution for a certain problem; they were not also following step by step manner of problem solving. The other fact that we can understand is educational leaders do not work highly for a continuous improvement. Educational leaders' perform moderately of resource management capacity. They manage financial, material and human resources moderately. Leaders are capable to optimum utilization of available financial resource and having effective time management system. There is acute shortage of water, electricity and laboratory rooms in most of the schools. Most schools do not have a significance problem on how to plan their time effectively, but there is no strictly applicable and measurable way of managing their time. Leaderships' ability to translate vision into realistic student success is also a major concern. Teachers also less motivated. Leaders perform strategic planning almost needs concern for more achievement, because currently they have no SMART vision, they do not encourage the stakeholders to participate and their ability is low to translate vision in to realistic student success. But in a relative way leaders rated high than followers. Schools were not in a good practice concerning distribution of all resources. There is no effective distribution system to overcome damage and resources were not distributed timely. Teachers' response shows that leaders' performance was low not only in implementing plan regularly but also they are weak on recent data collection mechanism and they do not establish simple, clear, and save method of data handling system. Managing students' non-academic services, inclusion (cultural, religion, ethnicity and linguistic diversity), gender equality and equity, promoting teaching and learning, continuous professional development, globalization and facilitating change and quality improvement and considered to be challenges of leaders respectively. The subordinates argue that socio-political factor and organizational culture are considered to be the factors that affect leadership roles. Teachers argued that staff does not have incentives to participate in leadership. The system leadership practice of leaders is also found at worrisome state. This shows that system leadership is not widely accepted and implemented over the country. Leaders pay less emphasis to the success of other schools. But they have a time to share their experience quarterly on the meeting entitled as 'transformational forum of schools' at national level.

Recommendations

Secondary schools should

- Revisit the leadership style and perspectives: practice distributive and system leadership styles are potentially important point of influence in affecting attitudes toward motivation to the organization. Pay more attention to developing efficient team work and express warm concern and trust to co-workers through distributive leadership behaviours.
- Encourage Decentralization: focus in developing their academic staff, by tapping their potentials, inspiring them, promoting collaboration, motivating and reinforcing positive attitudes towards motivation to organization.
- Provide Incentives for effective leadership performance: establish a sound system of benefits, promotion, and development in order to increase teachers' organizational motivation and then raise productivity by reducing labour turnover.
- Have a shared vision and goal: The vision and mission should be shared among their subordinates, stakeholders, teachers and students. Leaders should encourage and facilitate the participation of stakeholders in planning. The vision should also be easily understandable by the outside community. Moreover educational leaders should link their vision with realistic student success.

Suggestions for Future Research

- Future studies can benefit by including leadership styles and other variables such as patriotism, loyalty or self-efficacy beliefs in determining teachers' motivation. Comparisons can also be made between the private and public secondary schools.

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