THE CHALLENGES OF PRINCIPALS IN IMPLEMENTING QUALITY EDUCATION IN SECONDARY SCHOOLS OF GEDEO ZONE, ETHIOPIA

by

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Submitted in accordance with the requirements

for the degree of

DOCTOR OF PHILOSOPHY

In the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF. M LEKHETHO

JANUARY 2023

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THE CHALLENGES OF PRINCIPALS IN IMPLEMENTING QUALITY EDUCATION IN SECONDARY SCHOOLS OF GEDEO ZONE, ETHIOPIA.

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i

DEDICATION

This work is dedicated to following:

- My late father Girma Eshete

- All the family members

ACKNOWLEDGEMENTS

ABSTRACT

The central aim of this study was to investigate the challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. The specific objectives of the study were to: identify the challenges faced by principals in implementing quality education in secondary schools, identify strategies and roles that principals used in implementing quality education in secondary schools, and find out how the principals deal with the challenges they face in implementing quality education in secondary schools. The main research question that this study sought to answer was: "What are the challenges faced by principals in the implementation of quality education in secondary schools?" To address this question comprehensively, a mixed methods research approach was used to collect data, making use of questionnaires and interviews. The participants included five secondary school principals, 157 teachers and 123 school leaders selected through purposive and simple random sampling techniques from 12 secondary schools that participated in the study.

The findings suggest that most secondary school principals encounter multiple problems in their attempts to implement quality education. Though most principals have a sound theoretical knowledge of their roles, they experience practical impediments in their implementation endeavours. These barriers include a lack of basic instructional materials, student textbooks, teachers' guides, and school facilities, shortages of electric power, a lack of competent and qualified teachers and a lack of active participation of stakeholders. Principals are not motivated to mobilise the concerned bodies and stakeholders to minimise the existing barriers. The quality of the principals' leadership and their academic background were below standard. To address these challenges, it is recommended that principals create a school environment that will mobilise the stakeholders in a meaningful manner. Furthermore, the government should focus on providing the infrastructure for teaching-learning in secondary schools to alleviate the challenges that affect the implementation of quality education.

Key terms: Secondary schools, mixed methods research, quality education, instructional leadership, principal's role, transformational leadership, followership, administration, management, zone.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACRONYMS

ACE	Advanced Certificate in Education
ACE-SML	Advanced Certificate in Education School Management and Leadership
ANA	Annual National Assessment
CPD	Continuous Professional Development
EFA	Education for All
ENLC	Ethiopian National Literacy Campaign
ESR	Education Sector Review
ESDP	Education Sector Development Programme
ESLCE	Ethiopian School Living Certificate Examination
ETP	Education and Training Policy
EPRDF	Ethiopian People's Revolutionary Democratic Front
GZEOS	Gedeo Zone Education Office Statics
GDP	Gross Domestic Product
EDPM	Educational Planning and Management
GECFDD	General Education Curriculum Framework Development Department
GEQIP	General Education Quality Improvement Programme
HEEQC	Higher Education Entrance Qualification Certificate
HIV/AIDS	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
ICT	Information and Communications Technology
ICDR	Institute for Curriculum Development and Research
LAMP	Leadership and Management Programme
MDG	Millennium Development Goal
MFE	Minimum Formation Education
MOE	Ministry of Education -
NMLC	National Management and Leadership Committee
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
PSTA	Parent, Student and Teacher Associations
Quan	Quantitative

Qual	Qualitative
Quan-qual	quantitative and qualitative
REB	Regional Education Bureau -
SAF	Self-Assessment Form
SASP	South African Standard for Principalship
SIP	School Improvement Programme
SNNPR	Southern Nations, Nationalities and Peoples Region
SPSS	Statistics Programme for Social Science
TDP	Teacher Development Programme
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
UNISA	University of South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nation Initiative for Children Education Fund

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

One of the primary roles of school principals is to provide quality education to learners as they are instructional leaders tasked with a critical role of promoting effective teaching and learning and educational excellence in schools (Legotlo, 2014:219). Education is critical to the development and economic competitiveness of a country since it is a significant determinant of the quality of its human resource capacity. Quality education is often indicated by favourable conditions and adequate resources in the form of input, process, output, education personnel, facilities, infrastructure and educational budget (Mariyanah, Jamil, Arifin & Barlian, 2021:132).

Furthermore, Kaso, Mariani, Ilham, Firman, Aswar and Iksan (2021:49) asserted that education is a continuous effort that aims to build students' human potential and prepare them to face various challenges in life. Education is an effort to instil values in students and shape their characters and personalities. It encourages students to embody these values in their daily behaviours and applicable curriculum activities. A school is an organisation for teaching and learning or imparting knowledge and skills through formal curriculum and hidden curriculum students. In underlining the importance of quality education, Botha (2013:201) observed that countries with highly developed education systems tend to have successful economies and superior standards of living. To achieve the desired quality of education, principals should acquire vital skills in critical areas such as planning, instructional leadership, research and evaluation. Nkechi and Victory (2022:22) aptly opined that as heads of secondary schools, principals are managers and administrators. Their accountability is to provide instructional leadership which entails ensuring high-quality teaching and learning by supervising instructional programmes and ensuring effective use of instructional time to promote the achievement of educational goals and objectives.

In most African countries, principals face various challenges that could be ascribed to shortfalls in the system like inadequate infrastructure and human resources (Legotlo, 2014:12). In the same manner, most principals in Gedeo Zone are still faced with various challenges such as a lack of qualified staff, libraries, laboratories, stationery, study materials, good governance and other related problems to manage and implement quality education successfully (Samson & Charles,

2018:62). This first chapter gives a background to the study, the challenges faced by principals in implementing quality education at secondary schools in Gedeo Zone, Ethiopia. It also sets out the problem statement, the research questions, the aim and objectives of the study, research methodology and design, definition key concepts, delimitation of the study and preliminary literature review. Finally, it presents a theoretical framework and the organization of the study.

1.2 BACKGROUND TO THE STUDY

There is increasing awareness in many African countries that to address the multiple socioeconomic problems they face, schools need effective leaders and managers who can deliver good quality education to learners (Legotlo, 2014:215). This awareness is important since education and social development are intertwined and has significant implications for social justice and human advancement on the African continent (Waghid, 2014:106). Typically, the principal is charged with the primary role of running the school and supervising teachers efficiently so that they can teach students effectively and meaningfully to attain educational goals (Romlah & Latief, 2021:38).

Furthermore, principals should adopt appropriate leadership styles as they have important powers of decision-making, and influence teachers to perform and act professionally and successfully to improve teaching and learning and student outcomes (Arafat & Wardiah, 2021:183). With regard to their level of effectiveness, Gallie (2007:69) characterised schools as non-functioning, low-functioning or high-functioning. High-functioning schools are those that have stable environments, are adequately resourced, have working conditions that are conducive to teaching and learning, and add significant value to students' learning given their attributes at intake. Non-functioning schools do not have any of these attributes and have extremely unstable environments, with socioeconomic problems in the communities in which the schools are located, including high levels of poverty, unemployment, HIV/AIDS, crime and violence (Gallie, 2007:69). Partly because of these factors, very little teaching and learning occurs in such schools. They also lack effective school management and leadership and basic educational resources. On the functionality continuum, low-functioning schools fall between the high- and non-functioning schools and, like the latter, do not produce learners with expected capabilities (Sayed, Kanjee & Nkomo, 2013:46).

Although each secondary school is dependent on human power for the performance of its work, the degree of success or failure which the school achieves depends on the leader (Botha, 2013:2). Learning is regarded as an active, lifelong process of experience that attaches meaning to experiences that eventually change the individual (Ahmed, 2016:192).

In terms of the above view, learning is not seen as a product of the individual's genetic predisposition. Rather, it entails change in the learner's insight, comprehension, behaviour, perception or motivation, which leads to added knowledge or the ability to do something that the learner could not do before (Booyse et al., 2015:107). According to Fullan (1998:5), a sensitively intuitive leader helps teachers, students, parents and others create an academic ambience that promotes successful learning. Similarly, powerful and effective principals have a significant responsibility. If their expectation is based on trust in a set of assumptions and, if these assumptions turn into the shared goals by others in their school community, then a leader would be appropriate (Sergiovanni, 2005:115).

Peterson and Deal (1998:28) contended that tradition plays a vital role in leadership as it is the backbone of norms, values, beliefs and customs, which develop over time as people work jointly to address problems together. These factors shape how the community thinks and feels about education and influences how they act in schools. Similarly, for the management of a secondary school to realise these lofty goals, the principal should assume an instructional leadership role. The principal's main tasks are to develop the school vision, bring improvement to teachers' teaching methods, promote staff performance, organise instructional activities and promote an effective school climate (Nkechi & Victory 2022:22). In addition, effective educational leaders are goal-oriented, and always look for ways to optimise learning and improve student outcomes.

The majority of secondary schools' experience shortages of resources, particularly physical facilities, well-qualified staff, and other appropriate educational materials required to help principals in the implementation of quality education (Samson & Charles, 2018:60). In this regard, Legotlo (2014:4) concurred that many schools underperform due to a lack of purposeful leadership that is committed to achieving the school vision and implementing effective governance structures. This is critical because the principal should ensure that the school has suitably qualified academic and support staff, instructional materials, textbooks, a well-stocked library, well-equipped laboratories, physical facilities, technological infrastructure, access to clean water and sufficient

budget. To overcome the problem, the Federal Democratic Republic of Ethiopia government has designed and implemented the General Education Quality Improvement Programme (GEQIP) which consists of the following components: a set of courses, curriculum, examinations and inspection, a Teacher Development Programme (TPD), the School Improvement Plan, including school grants, management and capacity building, advancing the progress of education through the use of information and communications technology (ICT), and civic and ethical education (MOE, 2010:19). In this regard, the Ethiopian government introduced the Leadership and Management Programme (LAMP) to develop the capabilities of educational leaders and managers to improve the effectiveness of schools (MOE, 2010:19). The LAMP training courses are based on the needs, assessments and management capacities of primary and secondary schools and the supervisory positions in a decentralised education system (Joshi & Verspoor, 2013:111).

While trying to implement quality education, instructional leaders in secondary schools should be conscious of the significance of the pillars of administration, that is, planning, organising, leading and control. This study seeks to highlight the challenges that school principals encounter in implementing quality education in secondary schools, which undermine their strategic efforts.

1.2 STATEMENT OF THE PROBLEM

In 2007, the Government of Ethiopia launched the national improvement programme dubbed the General Education Quality Improvement Programme (GEQIP) to improve the quality of education in schools throughout the country (MOE, 2010:19). Despite this initiative and other improvement efforts, the problem of poor quality of education has persisted in secondary schools of Gedeo Zone in Ethiopia. For instance, the statistics of Gedeo Zone Education Office indicate that in 2019 and 2020, the student pass rate in the Ethiopian secondary school-leaving examinations in Natural Science were 45.5% and 42.2%, while in Social Science they were 41.8% and 8.65% respectively (Gedeo Zone Education Office Statics [ZGZEOS], 2019 & 2020:n.p). These results indicate that the problem of high student failure rates is serious in this area and the country. Furthermore, Kaso et al. (2021:53) stated that to improve the quality of education, a National Education Standard is needed, which would become the basis for planning, implementing and supervising education in order to monitor and improve the quality of the country's education.

Principals need to practise instructional leadership which is vital and has a direct bearing on the implementation of quality education in schools (Ismail, Don, Husin & Khalid, 2018:147). As Abebe (2016:4) observed, the main reason for the ineffectiveness of many schools in Ethiopia is ineffective leadership of school principals. Research has revealed that there is a strong relationship between effective leadership and school success (Abebe, 2016:4). According, to the Syukri, Hidayat and Darisma, (2017:1138), effective schools tend to achieve their set targets.

Principals face many challenges in implementing quality education in secondary schools of Gedeo Zone in the SNNPR region of Ethiopia. From my experience of working as a secondary school cluster supervisor/inspector in this zone, I have observed that secondary schools have many limitations in implementing quality education. Some of these problems include low levels of strategic thinking, variance between the vision and school leadership performance, a lack of committed and motivated staff and students, a lack of critical facilities in schools, a lack of teaching-learning materials, little stakeholder accountability and responsibility, and poor interaction between the school and communities. In this context, the main purpose of the study is to assess the challenges that principals face in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. To provide more clarity on this, the following research questions are posed to guide the study:

1.3 MAIN RESEARCH QUESTION

What challenges do principals face in implementing quality education in secondary schools of Gedeo Zone?

1.3.1 Research Questions

i. Which factors enable the implementation of quality education in secondary schools of Gedeo Zone?
ii. What factors hinder principals from implementing quality education in secondary schools of Gedeo Zone?
iii. How do principals deal with the challenges they face in implementing quality education in secondary schools of Gedeo Zone?
iv. What roles do principals play in improving quality education in secondary schools of Gedeo Zone?

v. What support do principals receive in their efforts to ensure quality education in their schools?

1.4 AIM OF THE STUDY

The main aim of this study is to identify the challenges that principals face in implementing quality education in secondary schools of Gedeo Zone.

1.4.1 Research Objectives

To achieve the above aim, the following objectives were pursued:

i. To identify the factors that enables the implementation of quality education in secondary schools of Gedeo Zone.

ii. To identify factors that hinder principals from implementing quality education in secondary schools of Gedeo Zone.

iii. To find out how principals deal with the challenges they face in implementing quality education in secondary schools of Gedeo Zone.

iv. To determine the roles of principals in improving quality education in secondary schools of Gedeo Zone.

v. To establish the support that principals receive in their efforts to ensure quality education in schools.

1.5 RESEARCH METHODOLOGY AND DESIGN

According to Maree (2007:257), there are three research methodologies or approaches: quantitative methodology, qualitative methodology and mixed-methods research. This study followed the mixed-methods research approach, which combines quantitative and qualitative methodologies. Specifically, this research used an explanatory mixed-methods design, where the qualitative findings were used to elucidate the quantitative results (Maree, 2007:266). Using either a quantitative or qualitative methodology exclusively would not be sufficient to offer detailed answers to the research questions (McMillan & Schumacher, 2014:425).

Consistent with the explanatory mixed-methods design, the researcher collected and analysed data in two separate phases, starting with the quantitative data. After the analysis of quantitative

statistics, qualitative data was collected and analysed (Maree, 2007:266). McMillan and Shumacher (2014:431) explained that in a sequential explanatory design, the qualitative data is needed to give detailed quantitative outcome or additional information on quantitative findings.
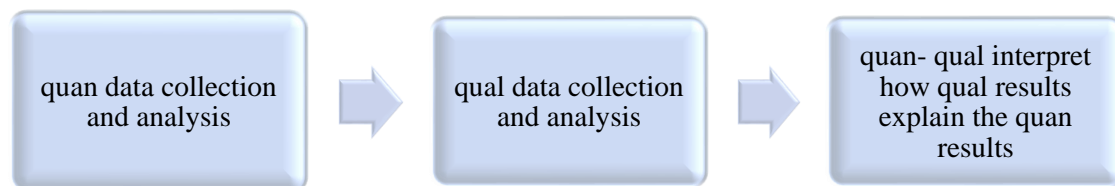
Figure 1.1: Explanatory mixed-methods design

Source (Maree, 2007)

1.5.1 Mixed-methods approach

Mixed-methods research is ideal when trying to build on the strengths of both quantitative and qualitative data (Creswell, 2012:535). In this technique, the researcher gathered quantitative and qualitative data consecutively in two phases, where data collected during the first phase informed the next phase (Creswell, 2012:542). Accordingly, quantitative data collected through questionnaires was analysed by means of SPSS, while qualitative data collected through in-depth interviews was analysed thematically using description and narration.

1.5.2 Population and sampling

Participants in this study included teachers, heads of departments and principals of secondary schools. The selection of sample schools and the target population was based on the 2019/2020 educational statistics of Gedeo Zone using random sampling and purposive sampling methods. The researcher in order to get in depth information focus experienced teachers, head of department and unit leaders. According to Briggs et al. (2012:143), in simple random sampling, everyone in the population has the same possibility of being included in the sample. For this reason, a simple random sample is ideal for generalising the findings to the entire population from which it was drawn. The samples selected from each group were as follows: 6 principals, 166 teachers and 123 leaders (vice principals, department heads and unit leaders) of secondary schools.

1.6 DEFINITIONS OF KEY CONCEPTS

Administration/management refers to the process of directing, controlling, planning, organising and coordinating all matters pertaining to school affairs within the limits of delegated responsibilities and authorities. Administration and management are used interchangeably in this study (Huges, Ginnet & Curphy, 2019:8).

Followership is a process whereby an individual or individuals accept the pressure from their leaders and others to achieve a common goal. Followership involves a power differential between the follower and the leader. Typically, followers comply with the directions and wishes of leaders, and they defer to the leaders' power (Northouse, 2019:439).

Instructional leadership describes the most important function of the principal in the quest for excellence in education (Botha, 2013:195). Instructional leadership is the activity of principals which requires them to identify the school vision and mission, inspire staff, support schools and formulate fruitful mechanisms to enhance teaching and facilitation in the classroom. Instructional leadership is the activity performed by principals to obtain planned goals aimed at enhancing students' outcomes through teacher intervention. The principal plays the role of a manager in curriculum implementation. Principals are responsible for allocating time for a subject, lesson planning, obtaining resources, staff development, evaluation systems and supervision in the classroom (Saad & Sankarana, 2021:28).

Leadership is a complex function that involves the leader, the follower and the situation. Some leadership researchers have focused on the personality, physical traits or behaviours of the leader. Some have studied the relationships between leaders and followers while some have studied how aspects of the situation affect how leaders act (Hughes et al., 2019:4).

Principal's role includes the overall functions that a principal should perform as part of their responsibility to implement quality education.

Quality education refers to the outcome of education observed from the academic achievement and ethical conduct of students. It is associated with excellence in education offered in primary or secondary schools. Countries with developed economies generally have developed and effective education systems (Kumaravelu & Suresh, 2017:n.p). Moreover, the value of education as an

investment lies in its ability to continuously serve its major beneficiaries (society) and consistently remain relevant (Adegboyega, 2012:165).

Transformational leadership is a process whereby a person engages with others and creates a connection that raises the level of motivation and morale in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential (Northouse, 2019:264).

Zone is an administrative division managed by the regional government.

1.7 DELIMITATION OF THE STUDY

The study was limited to the challenges faced by principals in implementing quality education in secondary schools. It was limited to 12 secondary schools in Gedeo Zone, Ethiopia. By using random sampling and purposive sampling methods, 289 teachers and school leaders were selected.

1.8 PRELIMINARY LITERATURE REVIEW

Adams and Muthiah (2020:196) noted that in the past, school principals were primarily appointed to direct schools but, in recent years, the job of a school principal has changed dramatically. Therefore, it is vital that principals should equip themselves with the necessary competencies and skills to do their jobs successfully. Another current view is that in countries where there is universal educational transformation, effective school management is a non-negotiable necessity (Legotlo, 2014:215). However, in developing countries like Ethiopia, school principals face many challenges in implementing quality education, which include problematic unbecoming student behaviour that dampens teacher motivation and satisfaction. Additionally, disruptive student behaviour and indiscipline make teaching unpleasant and unfavourable (Harber, 2013:119).

Student misconduct highlighted above can partly be reduced through effective instructional leadership. Marishane (2011:7) noted that instructional leadership guides the school on curricular matters and guides and supports teachers on instructional activities. However, the question is no longer whether principals perform management or leadership roles, but how they should be trained or prepared for application in the school system. In this regard, Fleisch (2008) as cited in Legotlo (2014:244) stated that principals should be trained to function in situations where there is poverty, parental illiteracy, language diversity and apathy.

Furthermore, Abebe (2016:24) described school principals as frontline leaders who should lead teams effectively to improve productivity and achieve good academic results. Thus, preparing leaders is important to develop learners' ability and knowledge. These tasks form the basis of a well-managed school and are to be implemented by the principal together with the school board. Extensive literature on the challenges faced by principals in implementing quality education in secondary schools is explored in detail in Chapter 3.

1.9 THEORETICAL FRAMEWORK

This study is underpinned by three theories, notably the great man theory, trait theory, and behavioural theory to shed light on the challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. Leadership theory proceeds from the premise that leaders are born or are destined by nature to carry out their talents in a given situation, which indicates that they have potential for leadership (Singh, Siddiqui, Dewangan & Shrivastava, 2020:64). The theoretical framework that anchors this study is explored in detail in Chapter 2, along with literature review.

1.10 CHAPTER DIVISION

This section presents a summary of each of the six chapters of this thesis.

Chapter 1: Introduction and Background: This chapter introduces the study and its context, provides the rationale for the study, and states the research problem, research questions, aim of the study, and delimitation of the study. It also defines the operational terms and highlights ethical considerations that guided data collection from different groups.

Chapter 2: Development, Organisation and Management of Education in Ethiopia: this chapter highlights the importance of leadership theories and leadership styles, the past and present state of education in Ethiopia including traditional education and the principals' challenges in implementing quality education.

Chapter 3: Trends, Challenges and Prospects in Implementing Quality Education: This chapter focuses on the challenges that principals face in implementing and improving quality education, describes the state of school principals in Ethiopia, explores international perspectives on the subject and draws examples from three countries.

Chapter 4: Methodology Research and Design: This chapter discusses the quantitative and qualitative methodologies as they are the bases of the mixed-methods research used in this study. The instruments for collecting data, notably questionnaires and in-depth interviews are also explained.

Chapter 5: Data Presentation, Analysis and Discussion: This chapter presents quantitative and qualitative data and analyses the results using frequency tables and descriptive statistics.

Chapter 6: Summary, Conclusions and Recommendations: This chapter summarises the study and draws conclusions from the findings made. It also proposes recommendations for addressing the challenges faced by principals in implementing the envisaged education quality followed by a proposed model on how this can be achieved and suggests areas for further research.

1.11 CHAPTER SUMMARY

This chapter outlines the introduction and background to the study, the problem statement, the research questions, the aim and objectives of the study. It also explained the quantitative and qualitative methodologies used in the study and how these links with the positivist and post-positivist paradigms and the sequential explanatory mixed-methods research design. The choice of data collection instruments, namely the interview schedule and questionnaire was justified. This chapter further outlined the research groups that provided data: principals, school leaders and teachers. It also explained purposive and simple random sampling techniques used for choosing principals, school leaders and teachers. SPSS and thematic description and narration system used to analyse quantitative and qualitative data were described. The next chapter presents the theoretical framework used to frame this study and literature on the development of education in Ethiopia.

CHAPTER 2

DEVELOPMENT, ORGANISATION AND MANAGEMENT OF EDUCATION IN ETHIOPIA

2.1 INTRODUCTION

The previous chapter presented an overview of the study which entailed the introduction and background to the study. It also discussed the concept of leadership, quality education in relation to principals, the statement of the problem, and the significance of the study. This chapter presents the theoretical framework chosen to anchor the study followed by a review of related literature, the past and present education systems of Ethiopia. It also explores traditional education; religious education championed by Christianity and Islam and traces the introduction of western education by different foreign powers and the reforms instituted to change the quality of education in Ethiopia.

Joshi and Verspoor (2013:23) argued that during the twentieth century, Ethiopia was one of the poorest countries in the world and had a low literacy rate. Most of Ethiopian current population has had little access to quality education, which affects the quality of the country's human capital (Joshi & Verspoor, 2013:23). Despite this, it is generally held that education can provide many socioeconomic benefits if it can be delivered effectively (Weldesilassie, 2018:2). For individuals, quality education improves employment prospects, pay, and the quality of health and decreases poverty, while for communities; it encourages modernisation, strengthens institutions and fosters social cohesion. However, these benefits depend largely on the quality of education offered in schools. Joshi and Verspoor (2013:23) indicated that effective school leadership is one of the primary factors that improve educational quality. In this context, different leadership theories and leadership styles are discussed in this chapter and used as a frame of reference for developing leadership capacities of Ethiopian principals and other school leaders.

Furthermore, Joshi and Verspoor (2013:23) observed that Ethiopia has an extensive and rich educational background, and that indigenous education has been a significant source of cultural identity from one generation to the next in different ethnic groups of the country. In Ethiopia, early Christian teachings and literacy programmes were a second vital part of education in the country. The major objective of Ethiopian church education was to prepare young men for service in the

church as deacons and priests (Joshi & Verspoor, 2013:23). Simultaneously, it served as educational training for civil servants. In the same way, Islam is another source of educational provision, particularly in the southern and south eastern parts of the country where a non-formal school system was introduced to teach the moral principles and religion of Islam, and the schools were managed by the local community (Joshi & Verspoor, 2013:23).

Moreover, Negash (2006:12) noted that since the 1940s, Ethiopia has practised three systems of political governance, each with a distinct education policy. The first system of governance was the Imperial system that started soon after World War II (WWII) and lasted until 1974, while the second one, the military/socialist system was in place from 1974 until 1991. The third and current federal system of governance was completely institutionalised after 1994. This chapter discusses traditional, modern, past and current Ethiopian education systems in relation to education quality, past and current experiences of principals' selection, school leadership, principals' professional development and principals' roles.

This study focuses on the challenges faced by principals in implementing quality education in secondary schools. Therefore, it is important to provide a solid and suitable theoretical framework that anchors the study and highlights the principals' leadership capacities.

2.2 THEORETICAL FRAMEWORK

There are different types of theories used in leadership discourse. However, in the case of this study, the great man, trait theory and behavioural theory are discussed to anchor the study. Theory triangulation is chosen for the theoretical framework in this study to ensure that inherent deficiencies in one theory are complemented by the strengths of other theories.

While the great man theory and trait theory focus on physical, psychological or personality traits, behavioural theory gives thought to the leader's behaviours in order to clarify effective leaders (Uslu, 2019:163). In this regard, Allen (2018:153) highlighted that all academic approaches to leadership ultimately provide a list of attributes linked with the effective leader. Regardless of significant aspects of leadership addressed in the theories, every leadership approach relates back to the early starting point of leadership theory in its identification of effective leader attributes.

Moreover, successful leadership is associated with certain leadership traits, behaviours and skills that are related to natural and intellectual ability (Fleenor, 2011:831). In analysing the factors which influence leadership, the leaders' behaviour, personalities and values should be emphasised. The leaders' leadership styles are often formed in the process of leading (Dan, 2016:106). On the other hand, the leader should have distinct leadership qualities needed for successful leadership. The trait theory summarises the three main factors required for effective leadership as physical factors, ability and personality factors. The trait theory was based on several typical personality features such as traits and quality. This theory can also help leaders develop the personality qualities needed for effective leadership in a competitive environment (Sivaruban, 2021:58).

2.2.1 Great Man Theory

The great man theory from 1840s arose from a study of influential heroes. Mainly, it was very challenging to recognise who the great leaders were. The great man theory as its name indicates, posits that only men are leaders. It holds that leadership traits are intrinsic (Hamdan, 2020:267).

The great man theory is known as the initial theory of leadership. This theory prevailed in the period from 1900 to 1940 with the key supposition being that leadership is an inborn capability, implying that a few people are born to lead (Erciyes, 2019:160; Kyagera, 2013:2). Eckmann (2005:4) associated the term great man theory with the nineteenth century Scottish historian Thomas Carlyle. The fundamental idea of this theory suggests that in times of disaster, when there is a need for radical change, result-oriented and effective leadership, a great man would solve the unaddressed issues. This theory is relevant in turbulent times in schools and when there is a loss of work culture. Great men (or women) are vital in a complex work environment especially in big schools such as Dilla secondary and Yirgacheffe secondary schools to bring about radical change that will transform their effectiveness.

In the early twentieth century, leadership traits were researched to decide what made certain people great leaders (Benmira & Agboola, 2021:3; Northouse, 2019:64). The theories that were developed were dubbed "great man" theories because they focused on investigating the inborn nature and individuality displayed by great communal and political leaders such as Catherine the Great, Mohandas (Mahatma) Gandhi, Indira Gandhi, Abraham Lincoln, Joan of Arc and Napoleon Bonaparte. In the same vein, Singh et al. (2020:64) and Uslu (2019:163) collectively asserted that

the great man theory is premised on the supposition that what makes someone a leader is that they has a set of inborn distinctiveness. In terms of this notion, leadership is genetic.

Despite the above assertions, Uslu (2019:164) acknowledged that the great man theory is not grounded in empirical research. The strength of an academic theory lies in practical studies, theoretical incorporation, and educational well-experienced. The majority of modern leadership theorists and leaders refute the assumptions of the great man theory. Despite this, many people still consider that leadership capability is innate. As suggested above, much as the great man theory has contributed to leadership theory and knowledge, it has some limitations. This is partly because few leaders have such "innate" leadership characteristics. The great man theory illustrates the idea that great leaders have certain common character traits that lead to effective leadership. This theory concludes that "good leaders are born, not made" (Safonov, Maslennikov & Lenska, 2018:305; Uzohue et al., 2016:9).

The great man theory is related to the trait theory which assumes that people inherit certain qualities or traits that make them better suited to leadership. The traits linked with capable leadership are truthfulness, intelligence, a good sense of humour, initiative, perseverance, goal-driven, desire to excel, capability, integrity and certainty, responsibility, self-assurance and motivation (Safonov, Maslennikov & Lenska, 2018:305; Uzohue et al., 2016:9). In relation to the existing scenario of educational ineffectiveness in Gedeo Zone Secondary Schools, the quality of education and the teaching-learning process requires talented and charismatic leaders to turn around dysfunctional schools.

Northouse (2019:46) noted that it is further assumed that the characteristics of a leader are inborn. As the individuality is hereditary, leadership is something that cannot be learned, and leadership characteristics cannot be acquired afterwards. Thus, humans have either these uniqueness innate or not. This theory is criticised by different theoreticians (Uslu, 2019:163).

2.2.2 Traits Theory

Kirkpatrik and Locke (1991:48) stated that early in the twentieth century, the great man theories evolved into the traits theory which was developed by observing the characteristics of many leaders, both effective and ineffective. The early theorists postulated that born leaders were gifted with different personality uniqueness that recognises themselves from non-leaders. Trait theories

do not emphasise the assumptions concerning whether leadership traits are hereditary or acquired (Khan, Nawaz & Khan, 2016:2). Trait theories do not make assumptions about whether leadership traits were innate or acquired. They simply posit that leaders are distinct from non-leaders. Traits such as height, weight, and physical type are heavily dependent on heredity, whereas knowledge and skill are acquired from experience and learning.

Deshwal and Ali (2020:39) opined that many theorists were inspired by notable trait theorists such as Carlyle (1795-1881) and Galton (1822-1911), in the sense that they assumed that leadership is an outcome of individual characteristics, although they believed that everybody can be a leader. The early traits theorists claimed that born leaders are gifted with certain personality traits that separate them from non-leaders (Singh et al., 2020:64). Traits theorists believe that human beings in general are born with certain leadership traits such as intelligence, idealism, determination, maturity, openness, persuasion, domination, knowledge, self-confidence and vision (Chattopadhyay, 2021:95; Demirtas & Karaca, 2020:7; Kanodia & Sacher, 2016:124; Khan et al., 2016:2). Verawatia and Hartono (2020:16) asserted that the effectiveness of a leader is largely based on the traits possessed by the leader. However, Benmira and Agboola (2021:3) opined that the traits of effective leaders can be either inherited or acquired through training and practice.

The leadership traits are encapsulated in the big five personality traits model which comprises the factors of neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Araya, 2022: 16, Khan, 2021:10) as shown in Figure 2.1.
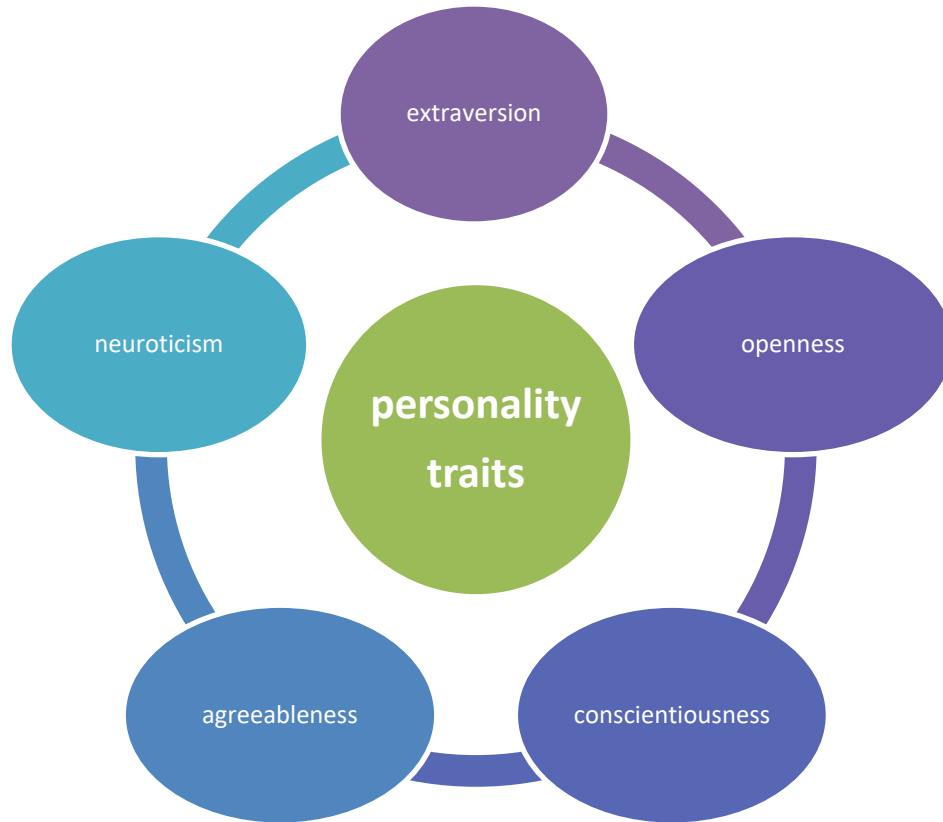
Figure 2.1: The big five personality traits model

Source (Khan, 2021)

2.2.2.1 Neuroticism

Persons who have low neuroticism are inclined to be more emotionally stable and less reactive to pressure than those who have high neuroticism (Khan, 2021:10). They tend to be calm and even-tempered, rather than anxious or nervous. People who have positive emotions tend to be calm, confident, and comfortable under pressure while people with negative emotions tend to be agitated, suspicious, easily depressed and uncomfortable (Verawatia, & Hartono 2020:17).

2.2.2.2 Extraversion

Extraverted people are more sociable and friendly. However, introverts keep to themselves and are quiet, shy, and withdrawn (Kanodia & Sacher, 2016:126; Verawatia & Hartono, 2020:17). As Khan (2021:10) observed, extraverts feeling comfort when they spent their time with people.

Moreover, Kanodia and Sacher (2016:126) noted that extraverts are outward focused on other people and the environment, while introverts focus on their inner experiences.

2.2.2.3 Openness to experience

People who are open to experience are inquisitive, open to expressing their emotions, sensitive to beauty, and willing to try new things. They are also open to acquiring new knowledge. As opposed to closed people, open people tend to be more creative and more sensitive to the feelings of others (Khan, 2021:10; Verawatia & Hartono, 2020:17). Those high in this trait tend to have a sense of wellbeing.

2.2.2.4 Agreeableness

Person with a high agreeableness score are empathic and unselfish while individuals with a low agreeableness score are self-centred (Khan, 2021:10). Verawatia and Hartono (2020:17) argued that highly agreeable people are warm and trusted and find it easy to work with followers. In contrast, individuals with low agreeableness are insensitive, have a problem with cooperation, and are not welcoming.

2.2.2.5 Conscientiousness

Northouse (2019:74) and Verawatia and Hartono (2020:17) agreed that individual with high conscientiousness are accountable, organised, dependable and hard-working. They are self-disciplined, exercise their responsibility and strive for success. They focus on their objectives and plans and they are usually reliable (Khan, 2021:10). On the other hand, individuals with low conscientiousness tend to be reckless, incompetent, and untrustworthy.

Thus, school principals should develop these five traits to enhance the implementation of quality education in schools. The next section presents behavioural theory of leadership.

2.2.3 Behavioural Theory

According to Blake and Moulton (1964), the behavioural theory of leadership emerged in the 1960s to 1970s. Harrison (2018:4) contended that the insufficiency of the traits theory in deterning effective leadership and the criticisms levelled against it provided the basis for the emergence of behavioural theory. Behavioural theory posits that leaders are not born, but their foundations are

hard work, aptitude, eagerness, reliability and critical thinking abilities. In this theory, practicality is essential, focusing on strong mental skills and inner intelligence (Kumar, 2020:5; Kyagera, 2013:4). Furthermore, Benmira and Agboola (2021:3), Uzohue et al. (2016:9) and Verawatia and Hartono (2020:18) were of the collective view that the behavioural theory of leadership is premised on the principle that great leaders are formed not born. This leadership theory focuses on the practical actions of leaders not on innate qualities. Behavioural theory posits that individuals can learn to be leaders through training and observation (Amanchukwu, Stanley & Ololube, 2015:8; Uzohue et al., 2016:9).

Deshwal and Ali (2020:39) established that the behaviour of a leader affects leadership. In this theory, the leader is a member of a group, so their effectiveness depends on their behaviours and the relationship with group members (Uslu, 2019:165). Moreover, the approach of this theory recognises that leadership is a combination of two kinds of behaviour: task behaviours and relationship behaviours (Deshwal & Ali, 2020:39; Northouse, 2019:136; Singh, et al., 2020:65).

Task behaviours facilitate goal accomplishment and help group members to achieve their objectives. Relationship behaviours help followers feel comfortable with themselves, with each other, and with the situation in which they find themselves (Demirtas & Karaca, 2020:11; Deshwal & Ali, 2020:39). The central purpose of the behavioural approach is to explain how leaders combine these two kinds of behaviours to influence followers in their efforts to reach a goal (Northouse, 2019:136). In relation to Gedeo Zone secondary school principals, behavioural theory influences and guides their styles of leadership and actions. One of the major challenges for assuring the quality of education in secondary schools of Gedeo Zone is insufficient training opportunities for principals. Effective implementation of this theory could alleviate the current problems of ineffective schools in the region.

2.3 LEADERSHIP STYLES

A leadership style is an amalgamation of traits, skills and behaviours that leaders use as they interact with followers. Although a leadership style is based on traits and skills, the significant part is behaviour since it is a comparatively reliable pattern of behaviour that characterises a leader (Aucha & Lussier, 2013:67). On the other hand, a leadership style plays a significant role in encouraging the employee and increases the quality of working culture. There is a paradigm shift

in leadership styles from traditional rigid leaders to current statuesque that are very flexible and welcoming towards their workforce (Khaliq, Usman & Ahmed, 2021:166).

Uzohue et al. (2016:20) submitted that leaders should understand the different leadership styles since it is important to increase the knowledge to lead successfully. To achieve the planned goals and objectives of the school principals should follow a leadership style refers to the adopted methods.

2.3.1 Democratic Leadership Style

Kars and Inandi (2018:147) claimed that a democratic leader encourages participatory decision-making; work in cooperation with groups to decide what to do and transparency in every aspect. In the same vein, Demirtas and Karaca (2020:128) and Uzohue, yaya and Akintayo (2016:21) argued that democratic leaders are leaders that they encourage group members to discuss school issues freely with school leaders and encourage to join decision-making most of the time. Furthermore, democratic leaders share the responsibility of decision-making and problem-solving and are knowledgeable about everything that affects their work.

Furthermore, democratic leaders believe in the participation of group members and work together with the groups, even though they have the final say over the decision-making process. Group members feel valued in the process and are more motivated and creative (Al Khajeh, 2018:4; Stout-Rostron, 2014:28). In the researcher's view, democratic or participative leadership style is fundamental to improving the problem of quality education in Ethiopia, particularly Gedeo Zone. By nature, the teaching-learning activity needs the cooperation of stakeholders so, to alleviate the existing challenge of poor-quality education, democratic leadership is essential.

2.3.2 Autocratic Leadership Style

Al Khajeh (2018:3) and Stout-Rostron (2014:28) averred that all decision-making power resides with the leader, and although autocratic leaders are not necessarily antagonistic, they are distant or separate from the worker. In this regard, Kars and Inandi (2018:146) noted that an autocratic leader exercises complete power over staff. In contrast to the democratic leadership style, decision-making and problem-solving are the preserve of the leader alone. Autocratic leadership style uses punishment and threats to get things done.

Chukwusa (2019:7) contended that, with the autocratic leadership style, decisions are made rapidly and the work to implement those decisions can begin immediately. Autocratic leadership is best used in disaster situations when decisions must be made quickly and without delay (Uzohue et al., 2016:21). In such situations, the autocratic leader should keep to their word. When a leader meets the expectations of their employees, employees will perform more eagerly and intentionally. If an employee trusts in their leader, an emotional bond is formed and the leader-employee connection is forged (Demirtas & Karaca, 2020:296)

Although autocratic leadership style is scorned by some people, it can be effective in fostering and sustaining change in education. To overcome the persistent challenge of ineffective schools and a lack of leadership capacity on the part of principals to implement quality education in secondary schools of Gedeo Zone, there is a need for a concerted effort. In a similar vein, it may be necessary for secondary school principals to apply autocratic leadership style in some instances to implement lasting change and quality education in Ethiopian secondary schools.

2.3.3 Transformational Leadership Style

Transformational leadership is a type of leadership that raises inspiration and morality in creating relationships between the leader and the group. This kind of leader addresses the needs and motives of the group and tries to assist the members of the group to reach their fullest potential (Al Khajeh, 2018:3; Northouse, 2019:264). In the same vein, Khan et al. (2016:4) and Singh et al. (2020:67) commented that to achieve its objectives, the principal needs to encourage and challenge the group, and inspire and motivate the group to exercise their problem-solving skills. Transformational leaders place a high priority on relationship-building with groups and meet with individual members to meeting their needs for empowerment, accomplishment, improved self-efficacy and individual development (Demirtas & Karaca, 2020:85; Khan et al., 2016:4).

Furthermore, Bush (2007:367) submitted that transformational leadership plays a significant role in engaging all stakeholders in the attainment of educational goals. The intentions of the leader and the group are harmonised and a genuine convergence leads to mutually acceptable decisions. This leadership model is connected with vision, setting direction, reform and realigning the organisation, developing staff and curriculum, and involvement with the external community (Day & Sammons, 2016:17; Demirtas & Karaca, 2020:85). As a leader, a principal should work in

collaborative manner and forge teamwork successfully by getting agreement through group involvement (Pokharel, 2014:61).

Moreover, Kraft (2015:34) proposed that principals should display character traits consistent with those of transformational leadership in order to cultivate a transformational environment. In the same way, Pokharel (2014:61) maintained that school principals should gain experience to recognise problems, identify solutions, and implement them to achieve enhanced outcomes. These are crucial issues that inspire principals to use transformational leadership. Transformational leadership motivates the group, provides challenging activities, encourages engagement and values the contributions of everyone in the group (Deshwal & Ali, 2020:41).

Furthermore, Khan Nawaz and Khan (2016:4) noted that transformational leaders make multifaceted decisions and reflect a common agreement between leaders and groups in order to solve problems. They maintain their emotional balance and rationally deal with complex problems. They cultivate similar skills in workers. They develop problem-solving techniques in followers so that they can make rational decisions and reflect a mutual consensus between leaders and employees (Khan et al., 2016:4). In schools, transformational leadership style plays a vital role, as it enables the transformational leader to inspire and build the morale of followers in order to achieve the objectives of the school.

Because of the increasing costs of education, the school principal should be creative and minimise running expenses, improve educational quality and boost learner and parental satisfaction. In a school context, transformational leadership can play a vital role in addressing systemic weaknesses and challenges. Specifically, many schools in developing countries like Ethiopia face a challenge of inadequate facilities and resources. To address these, principals should use transformational leadership (Demirtas & Karaca, 2020:85). Particularly, the current scenario of Gedeo Zone Secondary Schools requires significant changes in leadership styles to ensure the implementation of quality education.

2.3.4 Authentic Leadership

The definition of authentic leadership varies according to diverse theorists; however, all of them focus on the importance of the trustworthiness of the leaders' words, actions, leaders' self-awareness and a trusting relationship with followers (Yuki, 2010:344). Authentic leadership

leaders understand their strengths and weaknesses. Yuki (2010:345) noted that these leaders display self-knowledge in terms of their principles, attitude, emotions, self-identity and abilities. However, the concept of authentic leadership relatively new and new research about the theory is constantly revealing new elements and nuances (Northouse, 2019:308). Despite this, authentic leadership is believed to develop constructive relationships between followers by inspiring and encouraging those (Deshwal & Ali, 2020:41).

Yuki (2010:345) stated that authentic leaders are able to explain and support their principles and beliefs. Authentic leaders are strong-minded in terms of their morals and beliefs and are [not] motivated by a desire to be liked and admired or to keep their positions. Principles and convictions are strongly internalised, rather than superficial reflections of prevailing social norms that can easily change. Since authentic leaders are motivated by a desire for self-improvement and self-verification, they are less defensive and more open to learning from feedback and mistakes. Furthermore, authentic leaders have high moral standards and honesty. Authentic principals serve as role models to their followers and promote professional etiquette and decency among them. The positive behaviours of followers improve collaboration with their leaders (Demirtas & Karaca, 2020:204).

2.3.5 Servant Leadership

Our understanding of leadership and leaders being servants can be conflicted. As its name states that it has two dimensions: how it is then possible one can simultaneously be a leader and a servant? Although servant leadership seems contradictory and challenges our usual perceptions of leadership, it is an approach that offers a unique perspective (Northouse, 2019:348) in that servant leadership focuses on the development and improvement of followers. They use persuasion as a tool, giving more attention to meeting the needs of the employees to help them to grow and develop (Deshwal & Ali, 2020:42).

Empirical research on servant leadership concludes that it cultivates follower contentment, job contentment, caring for the security of others and school commitment (Avolio et al., 2009:437). Servant leadership gives attention to the concerns of their followers, and cares for them. Servant leaders put followers first, empower them and help them to develop to their highest potential (Northouse, 2019:348). Servant leaders can be distinguished from others by their commitment to

the implementation of school policies and programmes as they are motivated to serve their schools and communities (Chattopadhyay, 2021:95). Furthermore, servant leaders are ethical and try their best to serve their institutions and communities (Northouse, 2019:348). It is critical that principals should adopt servant leadership in schools to improve the effectiveness of schools by acting as both servants and leaders. Thus, if servant leadership could be applied wholeheartedly, there could be meaningful improvement in the implementation of quality education in secondary schools of Gedeo Zone.

2.3.6 Laissez-Faire Leadership Style

The laissez-faire leader allows followers to work on their own in freedom and set their own goals without any interference (Kars & Inandi, 2018:147). Laissez-faire is a French phrase for "let it be," which refers to one of leadership styles that allows people to work on their own (Amanchukwu, Stanley & Ololube, 2015:10). The positive aspect of laissez-faire leadership is that giving autonomy to group members can lead to high job satisfaction, increase productivity and improve output (Amanchukwu et al. 2015:10). However, it can be harmful if group members do not manage their time properly or do not have the knowledge, skills or motivation to do their work successfully. It can be fruitful if a leader checks performance and frequently provides feedback to groups.

From his experience as a school supervisor, the researcher has noted that the laissez-faire leadership style is less effective than democratic, autocratic, transformational, authentic and servant leadership styles, as leaders do not demand accountability and results from workers.

2.4 THE ETHIOPIAN EDUCATION SYSTEM

In the current education system that was established in 1994, the Ethiopian government recognises the significance of education for social and economic development of the country. The Federal Democratic Republic of Ethiopia (1994) issued two policy documents entitled the 'Education and Training Policy' and the 'Education Sector Strategy' in 1994. The main objectives of the education policy and strategy are to increase the capacity of the education sector, improve quality and ensure that educational content is in line with the country's economic needs (Nuffic, 2018:5).

Although the Ethiopian education policy of 1994 acknowledges the critical role of indigenous knowledge in the school curriculum, this is seldom implemented as envisaged (Nair & Abera,

2017:92). Ethiopia has a federal system of government, with 11 regional states and two city administrations. Regional states have significant power and responsibility, guaranteed by the Constitution, and their work and programmes are implemented through councils at the regional, zone and district levels (MOE, 2015:11). Consistent with the federal system, each of the 11 regional states and two urban administrations has its own educational bureau, which is responsible for the administration and management of the general education, technical and vocational education and training, and teacher training programmes and institutions. Within each of these exists a network of management structures involving the zonal education departments and district education offices. The latter are the smallest educational authorities responsible for all educational institutions in their territory (Nuffic, 2018:5; UNESCO, 2001:4).

With substantial subsidy from the Federal Government, each National Regional State Education Bureau is both administratively and financially responsible for the general education, technical and vocational education and training and teacher training colleges that operate in their respective states. The Ministry of Science and Higher Education (MOSHE) is responsible for higher education, while the Ministry of Education is responsible for basic education and formulates policies and guidelines, which are implemented by various bureaus (Nuffic, 2018:5).

Finally, the Ethiopian education system includes both the formal and non-formal education systems. Non-formal education includes a wide range of educational programmes designed for all age categories, serving both school leavers and new pupils (Nuffic, 2018:5). Formal education includes pre-school education, primary and secondary education (general education), technical-professional education and higher education (Nuffic, 2018:5). In addition, the general objective of education is to attain the Sustainable Development Goal (SDGs) and the objectives of the country's National Development Plan, which include providing qualified, skilled employees with the required skills at all levels (MOE, 2015:2). Currently, the Ethiopian primary education curriculum takes eight years divided into two cycles, each taking four years, and the secondary school education curriculum, which takes four years divided into another two cycles, each taking two years.

2.4.1 Past and Present Context of Education in Ethiopia

2.4.2 Traditional education

Before the introduction of modern or western education, Ethiopia had its own indigenous education and curriculum. Wondemetegegn (2016:57) reported that in the 4th century A.D., the church was the source of formal indigenous education, with learning centres in the country that taught traditional culture, religion and literacy in the Ge'ez language.

The MOE (1996:89) noted that Christianity and Islam coexisted for centuries in Ethiopia and that both founded schools for their adherents' children. However, the Ethiopian Orthodox Church education and its traditional curriculum has been dominant and was supported by the government. It is difficult or perhaps impossible to pinpoint the exact beginning of church education in Ethiopia. However, the traditional curriculum was designed primarily for priesthood training. According to Wondemetegegn (2016:57), in Ethiopia, Monastic and Church education started during the Aksumite era followed by the introduction of Christianity in about the 4th century A.D. During this period, Aksum was an influential empire in the Horn of Africa, which dominated huge territories up to south Arabia and controlled major trade routes.

During this time, male children started attending church services around the age of four and began the first stages of formal education (Hoot et al., 2004:3). Education for children of this age was primarily offered through drill and practice of the alphabet. The curriculum also consisted of the following subjects: Ge'ez and Amharic languages and literature, poetry, church music, world history, mathematics, philosophy, biblical exegesis and history, doctrine, history of the church, liturgy, civil and canon law, Christian ethics and pastoral theology (Areaya, 2008:35).

2.4.1.1 Modern education in Ethiopia

The reign of Menelik (1886-1913) and the establishment of Addis Ababa as the capital of Ethiopia towards the end of the nineteenth century offered opportunities not only for the expansion of education but also for its modernisation (Tefera 1996:3). However, until the opening of Menelik II School in Addis Ababa in 1908, there was no government (community) school or education system in Ethiopia (Wondemetegegn, 2016:57). Emperor Menelik was the father of modernisation

in Ethiopian history. There was an effort to provide modern education through missionaries during the 16th century A.D. (Wondemetegegn, 2016:57).

In October 1908, Emperor Menelik opened the first state-supported secular school in Addis Ababa (Negash, 1990:1; Tefera 1996:3). This, however, was not welcomed with enthusiasm by the clergy or the aristocracy as they feared that it could be used as a channel for the penetration of alien religions and the introduction of foreign ideas that would upset the status quo (Negash, 1990:1; Tefera 1996:3). Furthermore, these authors stress that during this period, the curriculum was not secular.

After establishing the school, the Emperor became aware of its inadequacies and decided to import teachers from abroad and adopted the policy of recruiting teachers from Egypt (Tefera, 1996). In 1906, ten Egyptian teachers were appointed to the newly established schools in different parts of the country (Tefera, 1996). According to Bishaw and Lasser (2012:55), the involvement of foreigners, particularly the significant numbers of French and Egyptian advisors heavily influenced the selection and organisation of the curriculum, which did not necessarily address the needs and interests of the Ethiopian people.

French and English were used as mediums of instruction and in imported textbooks at all levels. The curriculum also varied from school to school, and there was an indirect attempt to promote school-based curriculum it depends on principals. The subjects studied included mathematics, physics, chemistry, civil engineering, language, drawing, home management and physical training (Areaya, 2008:39).

Moreover, a system of six years of elementary education, six years of secondary education and four years of higher education was adopted. However, before 1935, Ethiopia had some "good" western-type secular schools, though their modernity in terms of pedagogy and other implementation variables were questionable (Areaya 2008:39).

The attempts that were initiated by Emperor Menelik and Emperor Haile Silassie to modernise the country through western education were, however, disrupted by the Italian occupation. Though the occupation was short-lived, it did a lot of harm to education (Tefera, 1996:3).

In 1947, a gradual advancement in curriculum development occurred, and the first formal written curriculum was published in 1947/48 (Bishaw & Lasser, 2012:58). Following this, the school-based curriculum was centralised and schools were ordered implement it regardless of contextual variations (Abebe, 1991, as cited in Areaya, 2008:40).

2.4.1.1.1 The period 1964-1974

The period 1964-1974 was characterised by a series of reforms in school programmes including curriculum and provision of educational opportunities to the increasing number of school-aged population both at primary and secondary school levels. This period was also characterised by reforms driven by the involvement and participation of educated Ethiopians (Areaya, 2008:46). However, the education systems and their own curricula were not based on the economic, social and cultural realities of the country. Instead, they were modelled on the experiences of countries closer to successive Ethiopian governments of the time (Melese & Tadege, 2019:3).

The Emperor, who was apprehensive about his regime and sought to safeguard his conservative autocratic regime, denied the newly shaped elite groups access to appropriate places and voices in his administration (Getahun & Workineh, 2016:9). One of the contentious issues was that the elite demanded things to be done differently from what the emperor and his old allies advocated (Getahun & Workineh, 2016:9). During this period, the endeavour to Ethiopianise the curriculum reached its peak and the involvement of Ethiopian educators in policymaking for classroom practice materialised. However, the Ethiopian experts were not left to do these themselves and they worked alongside foreign experts from the beginning of the development of the curriculum to the implementation phase (Areaya, 2008:46). As Wondemetegegn (2016:59) observed, the primary goal of Emperor Menelik, which was further improved by Emperor Haile Selassie was to modernise the country through Western education.

Though the reforms of the education system continued, the actual implementation process was not any different from the earlier years at all levels (Areaya, 2008:46). There were no textbooks at all or a single reference book for the teachers for some subjects. Though the efforts to Ethiopianise or contextualise education were significant, it was very difficult to include indigenised knowledge in the curriculum because of the universal nature of knowledge and education and the continued foreign influence on Ethiopian experts. Ethiopia was still in the early stages of development in all

respects, and therefore, it had to depend on, and learn from, the experiences of other countries. In the years 1965-1974, the measures taken to improve the education system in general, and the curriculum in particular, continued and intensified (Areaya, 2008:46).

Eventually, the government felt compelled to respond to the need for a review of the entire education sector. The Imperial government then made a bold policy decision in October 1971, to conduct a comprehensive study of the education sector with an emphasis on curriculum (MOE, 1972:3). The study then came to be known as Education Sector Review (ESR), made up of 81 experts, 51 of whom were Ethiopians, and was charged with the following responsibilities (MOE, 1972:3-4).

1. To analyse education and its capability to promote economic, social and cultural development.
2. To suggest, whenever necessary, ways to improve and expand education and training system to achieve the aims relevant to the society and the overall development of the country.
3. To suggest ways in which education could best be used to promote national integration.
4. To identify priority studies and investments in education and training.

Finally, after a comprehensive evaluation and debate, the sector review adopted a system of four years of Minimum Formation Education (MFE) for Grades 1-4 for all children, and two years of basic formal education for youths who had been unable to attend elementary programmes. The system also included four years of middle school and four years of senior secondary school for a limited number of graduates from the MFE and basic formal and extensive non-formal education programmes for youths and adults (MOE, 1972:11). The sector review was amusingly aware of the determinant factors of implementation.

2.4.1.1.2 The period 1974-1990

In its historical development, the Ethiopian education system passed through different political regimes, and in all the regimes, it has been influenced by the western curricula. The education system and government policies in different regimes depend on the ideologies they follow and the diplomatic relations they have, especially with the western countries (Nair & Abera, 2017:92). To this end, the Ethiopian Ministry of Education worked out a transitional curriculum and, for the long term, planned to design a new one which would provide students with general education,

29

vocational education and ideological education. All the attempts to improve the old curriculum and ultimately develop a new one were based on different proclamations (MOE, 1980:9).

Thus, the Ministry of Education in different periods under different political regimes attempted to design education policy to assure education quality. Yet the challenge of poor education quality seems to have been a problem in each government era in Ethiopia.

Moreover, the education system of this period was influenced by several factors, notably strong determination and commitment to expand the communist ideology and develop a curriculum based on the philosophy of the Eastern European education system (Bishaw & Lasser, 2012:63). To this end, the Eastern European governments (East Germany, Bulgaria and Hungary among others) provided the Ethiopian government with policy advisors (Bishaw & Lasser, 2012:63). Since it was ideologically supported by the Soviet Union and its East European allies, the Ethiopian government began to place more emphasis on the role of education for development (Negash, 2006:18). The socialist education stressed the inculcation of Marxist ideology as a primary objective and the value of production as the main pillars. All the reforms and amendments on the curriculum were decided centrally and sent to schools directly. Based on different proclamations issued, three educational aims, which were slogan-like were formulated, namely, education for production, education for scientific consciousness, and education for socialist consciousness. Subsequently, the five content areas shown in Table 2.1 were identified to meet the aforementioned aims (Negash, 2006:18).

Table 2.1: The 1974-1990 contents of the policy

Content area	Details
Intellectual education	Mathematics, natural sciences
Ideological education	Philosophy of Marxism-Leninism, political-economy, scientific socialism
Vocational and technical education	Basic technology, agriculture, hand craft, drawing, general technical skills
Cultural education	Literature, arts, music, oratory, drama and dance
Physical education	Gymnastic as sport, health education, military education

Source (Negash, 2006:18).

Based on Table 2.1, the MOE launched the experimental programmes of the general polytechnic education in 1981, which covered all the educational structures of basic education: primary (Grades 1-6), junior secondary (Grades 7-8) and senior secondary (Grades 9-12) (Areaya, 2008:53). The medium of instruction for Grades 1-8 was Amharic, which represented one of the

bold steps to Ethiopianise the curriculum, and English was taught as a subject from Grade 3 onwards (Areaya, 2008:53). After eight years of experimentation in different phases, the general polytechnic education was officially declared as null and void in August 1990 before it could be rolled out. The ideology and politics of the ruling class or party in Ethiopia have been the dominant rationale to influence reform in the education system (Areaya, 2008:53) which has led to many changes over the years.

In addition, the Derg's education system was inhibited by problems such as budget shortfalls, which in turn affected the supply of basic educational materials including textbooks and a shortage of qualified teachers both at primary and secondary schools. To resolve the problem of a shortage of qualified teachers, the government took an aggressive measure by recruiting 5 500 untrained teachers immediately after completing Grade 12 (Bishaw & Lasser, 2012:66). However, it is difficult to imagine how the recruitment of a large number of untrained teachers would affect the quality of education. To resolve the problem of teachers' lack of qualifications at elementary level, the government designed a summer programme, lasting over three years to certify teachers. To this day, this strategy is still employed as one of the mechanisms to train teachers for primary and secondary school levels (Bishaw & Lasser, 2012:66).

Finally, one of the significant contributions of the Derg regime was its launch of a vigorous national campaign against illiteracy in 1979 (Seyoum, 1996). By July 1990, which marked the Eleventh Anniversary of the Literacy Campaign, a 75.3% national literacy rate was reported (Seyoum, 1996). As a result, the illiteracy rate reduced from 95 percent at the start of the Ethiopian National Literacy Campaign (ENLC) in 1979 to 24.7% in 1990 which was a remarkable achievement (Seyoum, 1996).

2.4.1.1.3 Current education policy – 1994 to 2022

The military coup that subsequently plunged the whole nation into a radical Marxist-Leninist revolution overthrew the Imperial regime in 1974 (Bishaw & Lasser, 2012:61). In a similar manner, after 17 years of dictatorial governance, the military government was overthrown in May 1991 by a coup led by the Ethiopian People's Revolutionary Democratic Front (EPRDF), a political group that resisted the military regime (Bishaw & Lasser, 2012:61). The Government of Ethiopia then developed a new education and training policy with five goals and 15 specific

objectives (ETP, 1994). However, different political systems and ideologies exposed the Ethiopian education system to uncertainties, which compromised the quality of education. These have a bearing on this study that explores the challenges faced by principals in implementing quality education in secondary schools of Gedeo Zone.

Proclamation 41/1993 of 20 January 1993 granted the MOE the authority to assume formal responsibility for developing the education policy of the nation. It stated that the MOE would have powers and duties to:

- design the country's education policy, strategy and, supervise its implementation;
- decide and supervise the practice of the country's education standard; and
- decide the educational curriculum offered in senior secondary schools and higher education institution (Transitional Government of Ethiopia [TGE], 1993:237).

The formulation of the new policy was not exclusively and directly based on the contemporary needs. From the quality perspective, the MOE cited the following challenges in the education system:

- a high student-teacher ratio;
- overcrowded classrooms by a high number of pupils;
- a high percentage of unqualified teachers;
- a shortage of textbooks with one textbook per six students on average; and
- irrelevance of schooling to societal needs;

The policy also focuses on quality, equity, access and significance. It focuses on the need to build up the problem-solving ability and culture in the content of education, curriculum structure and approach, focusing on gaining scientific facts and holding workshops (MOE, 1996:94). Besides, the quality of education was also below global standards, with insufficiently skilled and poorly motivated teachers and a general lack of instructional materials (Joshi & Verspoor, 2013:23). According to the current policy, the new educational structure consists of basic, general, higher and specialised education system on a formal and non-formal basis as described below (TGE, 1994:14).

Before 1994, general education covered 12 years of schooling divided as follows: primary (Grades 1-6), junior secondary (Grades 7-8), and general secondary (Grades 9-12). The new curriculum offers 10 years of general education (TGE, 1994:14). The 2018 Road Map made some improvements to the existing education policy of 1994. The new structure consists of eight years of primary education, divided into two cycles of basic and general [education], leading to the primary school certificate (Grades 1-6) and (Grades 7-8), followed by four years of general secondary education (Grades 9-12), which concludes with a school-leaving examination, which is similar to the education policy of Derg regime before 1994 (MOE, 2018:26).

The MOE (2008:42) budgetary distribution to schools is in the form of block grants of non-salary recurrent budget based on the number of students, at the rate of 10 birr, 15 birr, 20 birr, and 50 birr for Grades 1-4, 5-8, 9-10 and 11-12 respectively per student per year. This is intended to maintain a minimum level of resources that would ensure education quality and support the teaching-learning process. The actions undertaken were expected to consolidate the efforts towards decentralise the control of education to the local and grassroots levels.

2.5 QUALITY AND RELEVANCE OF EDUCATION

School principals and supervisors should be supported through training or professional development programmes that focus on school management and administration (MOE, 2015:35). The proportion of qualified secondary school teachers is still very low, in the order of 37%, which calls for a concerted effort to address it. On the other hand, the teaching profession is fundamental to the improvement of quality education. Thus, it is vital that the Ethiopian teachers should have positive attitudes towards the implementation of quality education in relation to reform policies (Goshu & Woldeamanuel, 2019:3). In this regard, Brown (2013:6) and Osuji and Etuketu (2019:102) emphasised that the government recognises that the gains in access are not the goal of education, but to provide effective teaching and learning in order to improve student outcomes. If Ethiopia does not provide quality education to students, it will not be able to compete in the global economy.

To achieve the above goals, the Ministry of Education (MOE), in collaboration with the Regional Education Bureaus (REBs) in the Zones where district education offices were established to implement sound policies in secondary schools across the country. While Ethiopia has made

commendable strides in expanding access, raising the quality of education remains a big challenge. Despite this, the country aims to make significant improvements in education quality at the pre-primary, primary and secondary school levels (MOE, 2015:55).

2.5.1 Curriculum, Teaching and Learning Materials

Since the introduction of modern education in Ethiopia throughout different regimes and their political and education reforms, the Ethiopian curriculum has been influenced by the French, Italian, British, American and Socialist countries' education systems in that order (Melese & Tadege, 2019:3). Melese and Tadege (2019:3) postulated that designing curriculum activities in different phases entailed making decisions about the syllabus, preparing the instructional material and implementation of the curriculum.

Because of the confusion and constant changes, the General Education Curriculum Framework Development Department (GECFDD) and REB experts are developing a new curriculum with the assistance of international and national consultants. The reform seeks to address the balance and sequence of content and place more focus on active learning methods (MOE, 2008:9).

2.5.2 Teachers and leaders' development

Teachers are expected to have sufficient content knowledge of their subjects. Teachers should be knowledgeable and competent in order to deliver knowledge, skills and values effectively to students (Dodman, 2021:2). To this end, the Government of Ethiopia seeks to upgrade qualifications of teachers and design continuous professional development (CPD) programmes and encourage support and supervision (MOE, 2015:60; Tulu, 2019:35). CPD is one of the programmes that are implemented in schools to improve teachers' performance in the classroom and students' learning. As stated in the fifth Education Sector Development Programme (ESDP-V), all teachers should be upgraded to the required qualification standard as follows: a three-year diploma for primary school teachers and a second degree for secondary school teachers (MOE, 2015:60). For effective teaching and learning, the quality of school administration and human resource management is critical. Improving the quality of education in secondary schools is a complex exercise that requires many strategies, particularly short-term training in the various subject areas and teaching methodology. Because of the rising demand for effective secondary

education, it is critical to provide a sufficient number of teachers with adequate training for secondary schools (Mulkeen et al., 2007:50).

School principals are expected to use their training, skills and knowledge to support participative leadership where everyone has a collective responsibility for student learning and to the school community (Anderson, 1991:60; MOE, 2015:60). Similarly, Kassahun (2014:28) maintained that school leaders should ensure that student success is comprehensive, and at the centre of strategic planning and resource management; create a CPD management strategy within the institution; ensure that an effective CPD needs analysis is carried out each year; identify issues for consideration as CPD proprieties together with colleagues; ensure that the institution, department or faculty produces an annual CPD plan; and manage the budget.

2.5.3 School Improvement Programme

School Improvement Programme (SIP) seeks to enhance resources that schools have at their disposal, build capacity in school planning and create mechanisms through which the communities decide how resources are used. To realise the implementation of the SIP, the government provides support through school grant programme (MOE, 2008:41). Furthermore, Arariso (2014:30) explained that the term improvement simply means reforming, transforming or developing the quality of inputs, processes, services or products. Similarly, the MOE (2015:55) seeks to ensure that schools achieve the minimum standards which define the requirements to support effective teaching and learning in a healthy and safe environment, and support community-based school management and decision-making.

The SIP supports schools to improve the organisational function that is directly associated with students' accomplishment. Also, it sensitises schools to carry out self-enquiry concerning the strengths and weaknesses of their performance. Furthermore, SIP encourages different stakeholders to work together to ensure the improvement of quality education in the school community (Arariso, 2014:30).

To improve the internal efficiency and effectiveness of schools, the MOE designed a School Self-Assessment Form (SAF) in cooperation with the REB and teacher education institutions. Its objective is to evaluate the current situation of a school and identify its weak points. The SAF identifies four main pillars which are critical areas in a SIP: teaching and learning, conducive

school environment, leadership and management and community involvement. Within each pillar, the focus areas are highlighted, and the standards of performance are indicated (MOE, 2008:41).

2.5.4 Information and Communications Technology

It is vital to increase the use of ICT to facilitate the teaching-learning process in digital education and modernise and maximise ICT infrastructure at all levels in a school and build the capacity of school leaders and teachers in technology (MOE, 2015:55). The MOE (2010:39) clarifies that information technology is concerned with the knowledge, skills and understanding needed to use ICT appropriately (MOE, 2010:39). However, the Ethiopian government is struggling to expand ICT infrastructure in schools and within the broader education sector to improve the quality of education (MOE, 2015:71). This is the case despite the fact that the MOE has drafted an ICT policy. However, a critical shortage of resources is a major challenge for school principals and affects effective implementation of ICT (MOE, 2015:71).

2.5.5 Participation of Society in the Process of Educational Change

SIP is one of the mechanisms used to improve the quality of education in schools. The participation of the community in school administration is intended to maintain the minimum standards in schools that support improvement in learning outcomes (MOE, 2015:66).

Furthermore, Leithwood (2021:2) noted that the school community should pay heed to the teaching profession and to teachers to reduce the number of those who leave the profession. In this regard, MOE recommended that schools should facilitate the constitution of their PSTAs, support them and forge strong ties with communities, and make evidence-based decisions for improvement. To encourage community participation in school management and decision-making, schools should use different media platforms including print media where applicable (MOE, 2015:66).

The MOE emphasises that community participation is critical in schools to improve student learning, school management, and parental involvement, and to mitigate problems such as school violence, student indiscipline, and poor student outcomes were symptoms of ineffective participation of society in schools. As members of the PSTAs, community members and parents are expected to develop strategic plans and annual plans (MOE, 2015:67). Practical education and

society cannot be separated, so the participation of communities in education plays a pivotal role in the development of quality education (Syukri et al., 2017:137).

Moreover, the policy guides head teachers on how to involve community members in every aspect of school management. In terms of policy, head teachers and teachers are required to open their doors to community members (PSTAs) to participate in decision-making in schools (MOE, 2015:67). It also stipulates that the head teacher's roles are to sensitise the wider community to the importance of education and to encourage parents to enrol their children in school (MOE, 2015:67). Insufficient and ineffective participation of community members in education works against quality education and makes them lack a sense of belonging and responsibility to support the school in its educational and development endeavours (Syukri et al., 2017:137).

As discussed above, the GEQIP was launched about two decades ago, but the Ethiopian education system is still faced with serious problems of high wastage, repetition and internal inefficiency. Thus, to alleviate the problem of low education efficiency requires strong implementation of the GEQIP.

2.6 PAST EXPERIENCE OF PRINCIPAL SELECTION (BEFORE 1990)

Prior to 1990, most Ethiopian schools had a leadership challenge in the sense that while policy makers covered all curricular aspects and curricular activities at the district level, there were no functional leaders in schools during this period (Bishaw & Lasser, 2012:56). As Abebe (2016:17) and Anderson (1991:35) noted, during the 1930s and 1940s, principals were appointed from among the cohort of Indian teachers in the country. However, during this time, the criteria for selection of principals, their educational and professional qualifications and experiences were not clear. After the restoration of independence in 1941, the Government of Ethiopia placed emphasis on education as one of the development priorities and opened schools in different parts of the country.

To manage the newly established schools, principals were brought from Egypt and France (Abebe, 2016:17). For example, Egyptians headed the Menelik II School, whereas Teferi Mekonen School (1925) and the Menen School (1931) had a French headmaster and a French headmistress respectively (Abebe, 2016:17). This period (1908-1935) was dominated by the French approach to education, since teachers and principals were not only French, but the examinations were also

conducted in French. Therefore, this is referred to as the French Period in the education history of Ethiopia (Bishaw & Lasser, 2012:56).

From the second half of the 1940s until 1976, Ethiopian principals were appointed at elementary schools for first time, based on their knowledge and teaching experience (Abebe, 2016:17). In 1961/2, one-year training programme in supervision and administration was introduced at Addis Ababa University, which continued until 1967 (Abebe, 2016:17). However, at the beginning of the 1960s, those who had graduated with a B.A. degree in management and pedagogy were directly appointed to higher secondary schools. Murari and Mukherjee (2021:3614) aptly argued that every school needs a dedicated and efficient principal to achieve its mission, vision and objectives. As highlighted above, the Ethiopian education system has been beset by different challenges that continue to date. In Ethiopia, the selection and placement of principals is still problematic and there is a high turnover because they search for better jobs and income. A high turnover rate of principals negatively affects the implementation of quality education in schools.

2.7 TRAINING AND PLACEMENT OF SCHOOL PRINCIPALS IN ETHIOPIA: CURRENT DEVELOPMENTS

The selection and placement of principals in Ethiopia has always varied with education reforms and policies in place adopted by different governments. The current education policy seeks to select and assign the most qualified principals to the position and professionalise education management (Abebe, 2016:29).

According to Anderson (1991:34) and Mulkeen et al. (2007:62), the methods of appointing teachers to the positions of principals are random and not necessarily based on clear professional criteria. A clear policy on the selection of principals and the establishment of professional criteria would lead to a better quality of school leadership. Training in educational leadership and management is desirable for principals. To be effective, principals need more professional and continuing professional training on administration and management than irregular workshops that are often offered.

A lack of leadership capacity in schools could be linked to a shortage of qualified and competent teachers. The principals' lack of training and support in their activities and responsibilities affect quality of education (Anderson, 1991:33; Tsegaye, 2014:54). These factors weaken the quality of

education, and negatively affect the schools' performance in the general school-leaving examinations (Melese.2019:4; Tsegaye, 2014:54). Consequently, many professional school principals end up being teachers while some leave the teaching profession for greener pastures in non-governmental organisations (NGOs) and the private sector. This trend indicates that school leadership in Ethiopia is de-professionalised and the resources invested in the training of school principals are wasted (Tekleselaasie, 2002:59). In Gedeo Zone, there is insufficient training, which places a burden on principals to manage the existing scenario, especially the problem of quality education.

2.8 PRINCIPALS' PROFESSIONAL DEVELOPMENT

Edamo (2018:14) emphasised that the principals' performance and commitment are critical issues for the success of schools. Furthermore, the researcher observed that principals do not have a common understanding of what to do to promote instruction in schools. Though instructional leadership has become a critical topic on the agenda of the MOE in Ethiopia and education offices at different levels, there are serious challenges in its implementation. In addition, many principals lack instructional leadership skills to observe teaching and learning in the classroom and provide appropriate positive feedback to improve teacher performance (MOE, 2015: 60).

Literature indicates that school principals play a vital role in designing and implementing successful strategies to improve teaching and learning. Their awareness of teaching and learning practices, the type of leadership that they use, and the continuing support that they provide to teachers are important for successful implementation of school reforms (Wasiman et al., 2020:36).

Furthermore, Rahmadi et al. (2021:118) contended that principals should display suitable leadership capabilities to motivate and inspire teachers to optimise student learning and achievement. The current education policy offers both theoretical and practical skills in core areas of management, such as continuous assessment and classroom observation (MOE, 2015:60). In this regard, Edamo (2018:20) concluded that most principals have given good attention to the teaching and learning process. However, they also indicated that some principals do not properly implement instructional leadership and cannot perform effectively in all instructional leadership dimensions. This is probably because they were appointed to the leadership posts without vital educational planning and management skills.

2.9 DUTIES AND RESPONSIBILITIES OF SCHOOL PRINCIPALS IN ETHIOPIA

The key function of the principal is to formulate and execute plans and develop strategies meant for delivery, assessment and enhancement of education in society (VET, 2017:2). In this regard, Kaso et al. (2021:53) stated that principals should be skilled implementers of school management and organise professional development for teachers, guide timetabling, monitor lesson plans, allocate resources, generate revenue for the school and improve the learning environment.

The principal is responsible for creating a school environment that supports management and development of the school (Mitchell, 2012:5). Furthermore, principals can manage and integrate the resources available to the school appropriately by involving staff, students and the community in school development. Implementation and review of school policies, programmes and operations need to be reported to the MOE and the school community (VET, 2017:2).

Moreover, the principal must carry out administrative tasks to attain the educational objectives of quality teaching and learning. These tasks form the basis of a well-managed school and should be implemented by the principal together with the school management team including staff members at school. The nature of learners and staff at the school determines the capacity of the school to implement these tasks. These are planning, organising, leading and controlling (Syukri et al., 2017:1137) as discussed below.

2.9.1 Planning

Planning involves developing strategic plans for staff where the vision and mission statement, review of the environment and the organisational goals of the school are shaped and shared by all stakeholders (Lloyd & Aho, 2020:13). Arariso (2014:26) further submitted that planning should be clearly stated and oriented to all stakeholders: teachers, students, parents and the community. In this sense, an effective plan is one that involves all the concerned parties in a school.

Planning also requires prioritisation of the school objectives and formulation of action plans that follow. During planning, every aspect of the teaching-learning process including the teachers' professional qualifications should be included in the implementation of quality education (Botha, 2013:21). To achieve educational objectives, the plan must consider finance and link it to the needs of the school (Botha, 2013:21). In addition, the role of school leaders is crucial during the planning

and principals should play a central role in the preparation, implementation and evaluation of the plan (Arariso, 2014:26).

2.9.2 Organising

Organising is entails establishing an internal structure of an organisation. Its function mainly involves division, coordination and control of tasks and the flow of information within an organisation. In the same vein, Botha (2013:21) submitted that organising is about coordinating human and physical resources to accomplish the objectives designed in planning.

On the basis of experience, capabilities, seniority and awareness of staff members, the principal should determine who should report to whom and on what matters. In this regard, Luneburg (2010:2) stated that the principal should set up procedures for power relations, reporting patterns, the chain of command, departmentalisation, and various administrative and subordinate responsibilities. The principal should set up suitable programmes for training new personnel in critical skills desired to carry out their task assignments. Moreover, organising involves delegating exact duties to specific staff members according to the decisions taken in the plenary phase that have already been discussed and agreed upon. This process is characterised by the decentralisation of power from the top to the bottom (Lloyd & Aho, 2020:13).

2.9.3 Leading

Planning tells principals what to do and organising tells them how to do it, while leading tells them why the staff member should want to do it. Recently, the leading function has also been called facilitating, collaborating or actuating (Lloyd & Aho, 2020:13). In performing the leading function, the principal directs the organisation towards the achievement of organisational goals. Communication must be well-managed to make certain that directions are stated clearly so that the expected result can be achieved (Botha, 2013:22). Effective communication is vital since a school is an organisation that consists of different individuals with diverse cultures, and as such, there is bound to be conflict which the principal must be skilled at handling (Botha, 2013:22).

2.9.4 Controlling

Lloyd and Aho (2020:13) claimed that control may entail checking around the building to see how things are going, talking to students, visiting classrooms, talking to faculty, or designing effective

information systems to check on the quality of performance. However, it must be done properly if the principal is to succeed in their job. In the same way, Botha (2013:21) acknowledged that as much as planning, organising and leading are important, control remains a vital part of the principal, as it has to do with the assessment and evaluation of tasks. It is conducted through supervision to ensure that the objectives are met. The principal should ensure that the staffs have adequate resources, the use of which is monitored. If the objective is not met, the principal should determine the reason for the malfunction and take remedial actions to resolve the problems and challenges.

2.9.5 Principals as leader and managers

Principals play a significant role in the achievement or malfunctioning of schools and the education system. However, Afework (2015:99) criticised the belief that school management activities can only be performed by school principals. This attitude does not encourage the involvement of other stakeholders in school activities. Therefore, with the support of district education offices, secondary school administrators should organise training to raise teachers and stakeholders' awareness about the importance of their participation in school activities.

School leaders should work diligently with other stakeholders to plan a develop vision and strategy for academic achievement for all students. Designing a common vision on standards is a vital part of a school leader's work (Afework, 2015:95).

Besides this, principals play a pivotal role in financial management and staff administration in schools. Their managerial skills are fundamental to school effectiveness and education quality since they have the power to create a school environment that can enable the implementation of reforms and changes (Wasiman et al., 2020:39). In the same way, Tesfaw (2014:904) affirmed that the principal's transformational leadership style could have a profound, positive effect on teachers' job satisfaction and, ultimately, on students' academic performance.

According to Rahmadi, Arafat and Setiawan (2021:118), instructional leadership can inspire teachers to attain shared objectives. This requires principals to have advanced knowledge and sufficient skills in the application of different leadership styles to serve their customers, particularly students effectively. In the same vein, Edamo (2018:13) proposed that to achieve the intended educational goals, principals should demonstrate required instructional capabilities,

knowledge, talents and aptitude. They should show commitment and take their work seriously to promote the effectiveness of their schools. This requires them to show a good grasp of different dimensions of instructional leadership and its implementation. In addition, school principals should take a responsibility for the teaching-learning process and the school environment (MOE, 2015:60).

2.10 INSTRUCTIONAL LEADERSHIP IN ETHIOPIAN CONTEXT

Principals' leadership practices help to create the circumstances that are conducive to effective teaching and learning in schools. In this study, instructional leadership practices could be referred to as administrative activities and roles that are geared towards providing support for implementation of quality education (Nkechi & Victory, 2022:23). Developing educated people at a standard level is a serious challenge in building an education system, which requires stakeholders to search for resources to support education development (Tsegaye, 2014:53). In addition, principals play a vital role in linking schools to society and bringing different forms of knowledge into schools. Principals are strategically positioned to network with the wider community and ensure that schools keep abreast of the current initiatives and anticipate future trends (Abreha, 2014:86; Willyarto & Mustikasiwi, 2020:161).

Educational leaders often face multiple challenges in trying to improve student achievement through enhanced teaching and learning and transforming schools to be attractive and conducive to learning. Though there is a lack of pragmatic evidence about the challenges facing principals in schools, the failing quality of education indicates that the trouble is widespread (Tsegaye, 2014:54).

Moreover, some principals work in turbulent environments which are full of tensions, conflicts, poor security, alcohol and substance abuse among students and insufficient finance and resources which have a negative effect on the operations of the school (Tsegaye, 2014:54). Therefore, it is important that they should negotiate and handle these tensions and challenges well for the smooth running of schools. In doing that, principals should be mindful of their main functions, notably curriculum development, staff development, supervision, goal clarification, evaluation, research and use of resources, which are discussed below.

2.10.1 Curriculum Development

Curriculum development entails the creation of major teaching and learning materials designed to implement the curriculum in a school. Furthermore, curriculum includes all the learning experiences or opportunities planned and provided for learning (Assefa, 2014:30). Principals have a significant role to play in implementing the curriculum and leading community-oriented curriculum. Leadership is the ability to mobilise and inspire others to apply their abilities and resources efficiently in schools (Tusianah et al., 2019:504). Moreover, Assefa (2014:30) asserted that supervision of curriculum development is concerned with what students learn daily in school. The major important function of a principal is to oversee and facilitate the implementation of curriculum at school. When principals lose their power to manage the curriculum and education for subordinates, they are unable to perform their leadership and supervisory roles effectively.

Curriculum development refers to the process of selecting, organising, improving and revising learning experiences and considering the learners' interests, activities, objectives, methods, content and everything that influences learning (Abebe, 2016:20). Furthermore, curriculum implementation typically starts with the establishment of educational goals (Abebe, 2016:20). Moreover, a good school climate enables teachers to release their potential, interact with their colleagues, make better use of resources, appreciate individual differences and learn from one another (Assefa, 2014:30).

Societal needs change from time to time, and a curriculum that was deemed sufficient at a particular time, could prove to be insufficient when the lifestyle of society changes. Therefore, it is vital that the principal should identify the changing needs that have a bearing on the curriculum. Moreover, the principal should have a clear grasp of fundamental curriculum theories so that they can shape the instructional goals and objectives and select and organise the subject matter and learning experiences (Abebe, 2016:20).

2.10.2 Staff Development

Nowadays, social, political, economic, technological and ideological changes, which have ripple effects on school processes and operations, occur at a rapid pace. As the school curriculum, teaching methodologies, technologies and the like change, teachers need some professional development to improve their competencies and skills so that they can handle the ongoing changes

effectively. In this regard, Assefa (2014:31) stressed that the principal should ensure that SIPs are implemented, provide quality education for all students, and promote school-wide CPD.

As an instructional leader, the school principal should inspire all eligible teachers to take part in the CPD programme and work with them to address their individual needs. In addition, the principal should see to it that new staff members are properly oriented into the school system and that the older staff members are given many opportunities to perform optimally (Mariyanah et al., 2021:135; Willyarto & Mustikasiwi, 2020:162).

2.10.3 Instructional Improvement

The prime function of educational supervision is to improve the teaching-learning process and quality of students' learning. As Assefa (2014:32) suggested, instructional improvement is the fundamental purpose of modern educational supervision. According to Osuji and Etuketu (2019:108), supervision is a conditional service and a fundamental purpose of instructional leaders. It improves learning through monitoring and improvement of instruction. This is critical since principals are expected to help teachers to improve their practice and hold them accountable for meeting their commitments to teaching and learning.

Supervision of instruction is one of the fundamental roles and practices of the school principal as an instructional leader. Principals should also monitor daily tasks of teachers, and to achieve this aim, supervision of teachers is central (Grissom, Egalite, & Lindsay, 2021:54; Mariyanah, et al. 2021:135; Suleiman et al., 2020:n.p).

2.10.4 Goal Clarification

School principals should clarify school goals or visions through different mechanisms. These include communicating goals through school meetings and departmental meetings. School principals are expected to communicate the goals through individual meetings and follow-up conferences after classroom observations (Assefa, 2014:32). On the other hand, significant learning is likely to take place when the learner and teacher have a good idea of the goal being pursued (Assefa, 2014:32).

2.10.5 Evaluation

The purpose of evaluation is to reinforce learning, teaching-learning activities, teachers' professional growth and remedial action. In their instructional leadership, principals may use evaluation to check whether instructional goals have been achieved (Assefa, 2014:32; Grissom et al., 2021:60). Some objectives of evaluation include rewarding teachers for good performance, seeking ways to meet the needs of teachers, and inspiring and motivating them. The principal plays a critical role in making decisions that shape the ethos and character of the school and addresses important issues in the management of the school.

Moreover, evaluation measures school activities to decide whether the school meets the desired educational needs of children. It also reviews whether instructional goals have been achieved. The successful implementation of an instructional programme depends mostly on the individual leadership of the school and commitment of the teaching staff (Osuji & Etuketu, 2019:108).

2.11 CHAPTER SUMMARY

The aim of this chapter was to discuss different leadership theories and styles. The discussion has revealed that to be effective in their work and improve the standard of teaching and learning in their schools, principals should use an appropriate leadership style. It was argued that there is no single leadership style that is suitable for all situations. The chapter also discussed the history and development of traditional and formal education systems in Ethiopia. It analysed the current education system of the country in relation to critical aspects such as access, equity, quality and relevance. Moreover, the past and current methods of appointment of principals and professional development of leaders in Ethiopia were discussed. Finally, the chapter discussed the duties and responsibilities of principals, their challenges and some positive aspects of their jobs. The next chapter presents the challenges of principals, the concepts of leadership and understanding and improving quality education. Finally, it discusses global trends and practices from three countries in relation to school leadership.

CHAPTER 3

TRENDS, CHALLENGES AND PROSPECTS IN IMPLEMENTING QUALITY EDUCATION

3.1 INTRODUCTION

The previous chapter discussed the theoretical framework that underpins the study on the principals' leadership styles in relation to quality of education. The aim of this chapter is to discuss the concept of leadership, trends in school leadership, challenges of principals and quality education underpinned by leading educational leadership scholars such as Sergiovanni (1984), Northouse (2019), Yuki (2010) and Botha (2013). The chapter begins with a discussion of the challenges that principals face in implementing quality education. It also discusses the challenges that principals face at the macro-, meso- and micro-levels, leadership characteristics, leader behaviours and styles, group characteristics or followership, internal and external environment in relation to leadership effectiveness. The chapter also discusses the standard levels for the Ethiopian secondary school principals and the experiences of other countries.

3.2 THE CHALLENGES OF PRINCIPALS IN IMPLEMENTING QUALITY OF EDUCATION

The quality of education is dependent on the ability of the principal's leadership and the teaching and learning process. Northouse (2015:171) submitted that a leader must be able to create a positive environment for people in a group or an organisation. To create a positive environment, a leader should think about the reasons such as providing structure, clarifying norms, building cohesiveness and promoting the standard of excellence. Besides that, principals should display leadership qualities including managerial, interpersonal and conceptual skills and the ability to persuade others (Northouse, 2015:123).

Different challenges impede principals from performing leadership roles effectively. These include a lack of training and professional development, a lack of resources, heavy workloads, principals' personal qualities, a lack of trust, an unsupportive and flawed societal and traditional context, school environment, social and political context and selection and placement of school principals (Abebe, 2016:24; Grissom et al., 2021:68). The findings from this study suggest that the problems

encountered by principals were serious. To tackle this challenge, all stakeholders should actively participate in school activities to minimise their impact.

The MOE (2010:24) emphasised that capacity development of school staff, namely teachers and principals should give attention to two categories: participating and future school leaders and practising and future teachers. Principals are known to play a critical role in the enhancement of quality education in schools; therefore, it is critical to improve teachers and principals' qualifications. In addition, teachers' aspirations to become principals should receive support through special training, short-term training programmes provided by school supervisors. The goal of the MOE (2010:26) is to upgrade the qualifications of teachers and principals. To be successful, schools need principals who are proactive leaders and can constantly monitor environmental changes in order to steer schools in the right direction.

Furthermore, Legotlo (2014:216) contended that taking a school as a microcosm of the universe, human capital theorists postulate that a learner is an open possibility, and if the learner is exposed to quality education in a positive school environment, such a learner could become a quality worker and citizen. From the above discussion, it can be construed that in countries where people are regarded as resources or capital, principals can play the role of standard-bearers and curators of educational visions and goals of their nations. As a result, training for school principalship positions could be regarded as an important function, which should be in tune with the national and international trends in education and school management (Legotlo, 2014:216). In Ethiopia, however, the challenge is that there is no compulsory training programme for principals, and they are not formally trained on school management before they are appointed to the 'hot seat' of managing schools.

Joshi and Verspoor (2013:135) are of the opinion that many principals do not have all the skills required for their evolving responsibilities when they are appointed. Though insufficient, some new principals have an organised support system, while others have to fend for themselves and carve out their own strategies of leading due to a lack of strong support from key stakeholders (Joshi & Verspoor, 2013:135). There are three different approaches to the development of principals: individual training, group problem-solving and targeted training for the needs of individual principals. The principal's job requires capability, power and commitment, and the school often looks for people who can walk on water, a notion, which is, however, considered part

of the problem (National Association of Secondary School Principal and National Association of Elementary School Principals [NASSP & NAESP], 2013:10).

To address the leadership deficit in principals, it is imperative that leadership and management skills should be provided as effectively and efficiently as possible once an appointment has been made. Most principals who are appointed to school management positions on a promotion basis are not sure of what they are expected to do when confronted with issues related to conflict management, budgeting, disciplinary problems and a lack of staff motivation (Anderson, 1991:19; Legotlo, 2014:217). Equally, most newly appointed principals have a problem in conceptualising their roles and responsibilities (Legotlo, 2014:217), even though many secondary school principals are willing to manage and deal with the challenges (Ahmed, 2016:207). Legotlo (2014:4) outlined the following as some of the challenges that principals are confronted with:

- Poor communication between superintendent and subordinates;
- Poor use of existing instructional materials;
- Lack of training in pedagogy;
- Lack of courage and commitment from both teachers and principals;
- Lack of committed leadership with vision;
- Lack of effective governance structures;
- Lack of adequate and appropriately qualified academic and support staff; and
- Lack of different types of materials, physical facilities, access to clean water and technology.

Botha (2013:20) proposed that the principal should perform certain management tasks to alleviate the above-mentioned shortfalls and achieve the educational goal of quality teaching and learning. According to this study, principals face challenges in three different levels: the macro-level, meso-level and micro-level. These levels could help secondary school principals to understand and deal effectively with challenges at various levels and with the relevant stakeholders to resolve them.

3.2.1 The Challenges of Principals at Macro-level

At the macro-level, education is typically managed by the MOE in many countries. Similarly, in Ethiopia, education is managed by the national MOE, which is the highest policy formulating body

and executive authority regarding the provision of pre-primary, primary, secondary and tertiary education (Federal Democratic Republic Government of Ethiopia [FDRGE], 1994:14-15).

All decision-making with regard to resource allocation and management lies with the MOE, and such decisions reach the school through bureaucratic channels of the national/federal MOE, REBs, zone education offices and district/local government of education offices (Botha, 2013:112).

Steyn et al. (2011:90) aptly claimed that at the national level, the Minister of Education has the power to determine the national education policy. Furthermore, Espuny et al. (2020:363) and Willyarto and Mustikasiwi (2020:162) observed that some of the troubles linked to principalship include a lack of resources, and limited programmes available to improve their leadership. Even though some of these troubles may appear like technical issues, it is difficult to find adequate solutions due to multiple, and sometimes, incompatible interests of stakeholders.

3.2.2 The challenges of principals at meso-level

At this level school is supported in different case by Zone offices, regional offices, district offices, clusters and other offices assigned by the national or regional offices of education, which disseminate policies developed at the macro-level by the political system. As Steyn *et al*. (2011:95) noted, education system administration at the meso-level refers to the organizational structures and educational control by the provincial education authorities.

Adams and Muthiah (2020:197) argued that it is important that the school leaders should manage daily operations of schools efficiently and competently, particularly during this era of immense technology and digital learning. Over the past two decades, there have been concerns that principal preparation programmes have failed to prepare principals sufficiently to raise student achievement. Human skills are important at this level as they are concerned with interpersonal relationships between managers and staff as well as other stakeholders. Leaders are also concerned with applying external motivation to group members and obtaining cooperation from both peers and superiors (Aibieyi, 2014:56). From the South African context, Steyn *et al*. (2011:95) concluded that organizational structures at the regional and district levels have the delegated powers to implement policy regarding eventual provision of education facilities and opportunities in the province.

3.2.3 The Challenges of Principals at Micro-level

The micro-level or internal decision-making powers, resources, responsibilities and competences are spread within an organisation (Botha, 2013:112; Yohannes & Bezabih, 2019:21). In the same way, in coordinating the activities of the school and trying to achieve the organisational goals, the school principal engages in planning, organising, motivating, staffing and controlling functions (Brolund 2016:44; Legotlo, 2014:220). To accomplish the school tasks, principals should use positive communication channels with the concerned stakeholders and colleagues (Amanchukwu et al., 2015:11). On the contrary, principals experience increasing professional stress and responsibilities due to an increase in the development of educational policies, which cause them to feel too busy and harm their private lives (Adams & Muthiah, 2020:197).

In Ethiopia, the school governing bodies consist of representatives of parents, teachers' principals and representatives of students at the secondary school level. According to Steyn et al. (2011:98), the responsibilities and powers of school managers are established to guide school discipline for learners, determine and collect the school fees payable by parents, purchase equipment for the school, establish and administer school funds, and exercise control of the school. In this respect, Adams and Muthiah (2020:198) observed that principals tend to rely unduly on parents for financial help to deal with the expenses required to sustain the school.

Moreover, many principals feel insecure and uncomfortable in schools due to rising conflict and unaccomplished tasks. Principals should work to satisfy the needs of different stakeholders such as students, teachers, parents, school board members and superintendents, ensure that they are always on call and respond to their needs (Adams & Muthiah, 2020:198). This requires principals to have practical skills to improve the schools' effectiveness and learners' achievement (Aibieyi, 2014:56). In this regard, principals should also rely on the technical skills of their subordinates.

Currently, every secondary school in Gedeo Zone is different from others, even though it is governed by the same policies of the MOE. This revolves around the fact that there are differences between urban and rural schools, old and new schools, and the process of upgrading some junior/elementary schools to secondary schools. In Ethiopia, all schools are exposed to different challenges which affect the implementation of quality education.

3.3 UNDERSTANDING THE CONCEPT OF LEADERSHIP

Vasilescu (2019:47) noted that while leadership remains a relevant topic in the management literature, it does not have a widely accepted definition. Leadership is frequently seen as one of the most significant and efficient responses to the challenges and opportunities in organisations. It is vital in every institution, as it determines values, culture, change, and tolerance and employee motivation. With reference to the model in Figure 3.1, DuBrin (2009:21) explained that the following key variables help to understand leadership: leader characteristics and traits, leader behaviour and style, group member characteristics and the internal and external environment. Finally, leadership effectiveness refers to attaining desirable outcomes such as productivity, quality and satisfaction in a given situation.
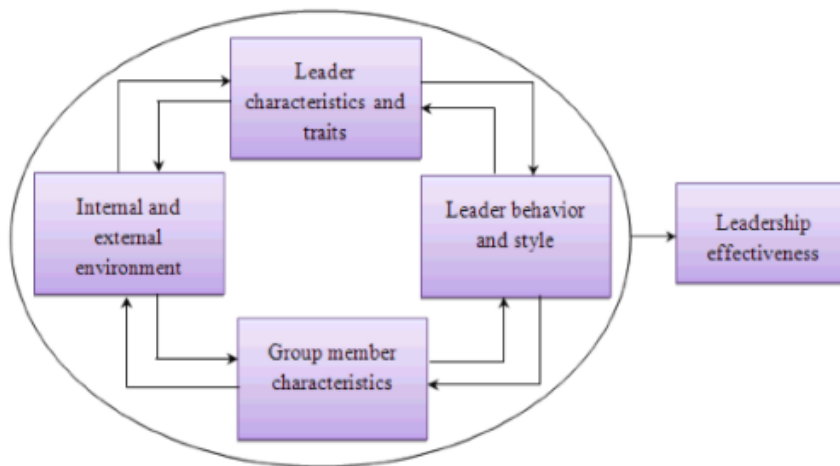
Figure 3.1: A model for understanding the concept of leadership

Source: Yuki (2010:30

3.3.1 Leader Characteristics and Traits

Leadership effectiveness strongly determines personality characteristics by nature. The universal concept of leadership realises that personal characteristics and skills contribute to leadership effectiveness in many conditions since traits are distinguishing personal characteristics (DuBrin, 2009:33). Personality and character involve an individual's behaviour, a system that organises our emotions, motives and capacities to think and influence our behaviour, relations, and how we make decisions. Personality is based on genetics and environmental factors (Aucha & Lussier, 2013:35).

The genes that one received before one is born influence one's personality. Therefore, our personalities are partly innate, partly learned, and we can change them somewhat, but it is not easy. Accordingly, one can infer that personality affects leadership.

3.3.2 Leader Behaviour and Styles

The success of leaders is judged by their ability to influence their staff. Within an organisation, different people perform various leadership functions that influence what groups do, how they do it, and how group members relate to each other (Wikaningrum & Yuniawan, 2018:139). This notion is based on Hershey and Blanchard's situational leadership model depicted in Figure 3.2.
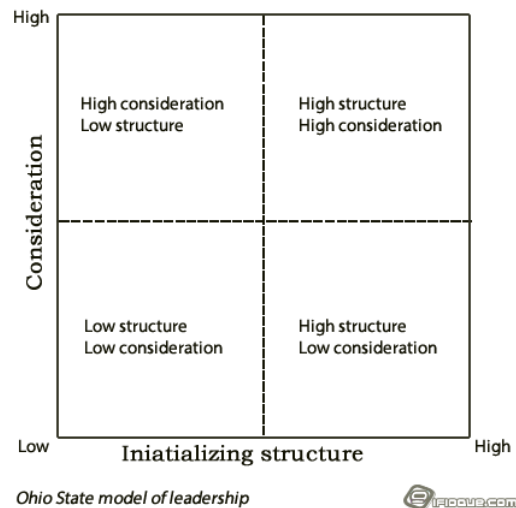
Figure 3.2: Four combinations of initialising structure and consideration

Source: (Hersey and Blanchard, 1977:5)

Northouse (2019:137) maintained that initiating structure behaviours are fundamentally task behaviours, including such acts as organising work, providing arrangement to the task, defining role responsibilities and setting up the tasks. Consideration behaviours are fundamentally association behaviours and include building friendship, admiration, trust and fondness between leaders and followers. It is well known that school principals' leadership behaviours influence numerous organisational behaviours in a school, such as organisational trust, and therefore, principals should forge this among staff, students, parents and other stakeholders. The leadership behaviours of principals who are accountable for all directorial tasks and the way they treat

teachers, students and parents may cultivate a positive academic atmosphere within a school and promote learning and student achievement (Kars & Inandi, 2018:149).

The behavioural theory focuses on the leader's behaviour and is dependent on his or her character and skills. The principal's leadership personality traits and attitudes directly affect his or her behaviour and relationship with employees (Aucha & Lussier, 2013:67). All the tasks that principals do, apply and articulate may increase or decrease organisational trust. Such behaviour patterns help form the individuality of a leader in action as well as dictate the relational interaction between leaders and followers and the performance of the organisation in which they are occupied (Thomas & Madden, 2018:72). From the above discussion, it can be concluded that one of the activities of the principal in school is to motivate and inspire the followers to achieve the expected objective. Therefore, it is vital to forge team spirit and positive relations among principals and followers in schools.

3.3.2.1 Consideration

Hughes, Ginnet and Curphy (2019:246) maintained that leaders who are high in consideration tend to accommodate diverse behaviours and show support and concern for followers. Consideration in leadership is fundamentally similar to the employee-centred leadership style, as it gives attention to people's desires and seeks to improve relations (Aucha & Lussier, 2013:71; Demirtas & Karaca, 2020:128). Leaders who achieve significantly on consideration aspects are friendly, trustful, and respectful, and have good relations with team members. In contrast, leaders who score low in consideration are dictatorial and unfriendly in their relations with the group members (Deshwal & Ali, 2020:39). The Ohio State model of leadership is depicted in Figure 3.2.

3.3.2.2 Initialising structure

Hughes et al. (2019:246) comment that leaders high in initialising structure engage much in diverse task-related behaviours. In this regard, Deshwal and Ali (2020:39) and Demirtas and Karaca (2020:128) stated that organising and defining relations in group involve assigning precise tasks and procedures to be followed, setting up tasks, and clarifying expectations to team members. On the other hand, Aucha and Lussier (2013:71) maintained that the initiating structure behaviour is basically the same as the job-centred leadership style as it focuses on getting the task done.

3.3.3 Followership Characteristics

Followership is a process whereby a person or persons consider the pressure of others to attain a common objective. Followership involves an authority discrepancy among the group and the leader. Naturally, groups obey the instructions and needs of leaders and defer to the leaders' power (Northouse, 2019:439). Followers often reach conclusions, using information about the situation that leads to achievement or malfunction. In most cases, performance improvement is less likely to be credited to the leader when external conditions are unfavourable (Yuki, 2010:247). Northouse (2019:439) noted that groups and leaders work together to attain common objectives, and together share an ethical compulsion about those goals.

Followership is categorised into two groups: role-based and relations-based. The role-based viewpoint gives more attention to followers concerning the characteristic roles or behaviours of followers and occupies a proper or unofficial place inside a hierarchical system. For leaders to be successful in their work, they need motivated and competent followers who carry out their tasks competently. Thus, the leader should promote cooperative work relations, and provide constructive ideas and supportive leadership that enhances the followers' competencies and productivity (Yuki, 2010:252).

Instead of focusing on roles, the relational-based approach gives more attention to the interpersonal process and positively influences another person's response (Northouse, 2019:440). On the other hand, followers often judge the intentions and competence of the leader. A leader should be more concerned about their followers and the mission of an organisation than their personal benefits gained from the followers (Yuki, 2010:247). In this regard, Aucha and Lussier (2013:7) asserted that good followers are not "yes people" who simply follow leaders without giving them input that influences them.

Kelley (1992) categorises followers into two groups: independent critical thinking and dependent uncritical thinking. These dimensions resulted in five follower role types as shown in Figure 3.3:

- passive followers who wait for the leader for direction and inspiration;
- conformist followers, who are always on the leader's side, but still look to the leader for direction and guidance;
- alienated followers, who think for themselves and exhibit a lot of negative energy;

- pragmatics, who support the status quo, but do not get on board until others do; and
- exemplary followers, who are active and positive and offer independent constructive criticism.
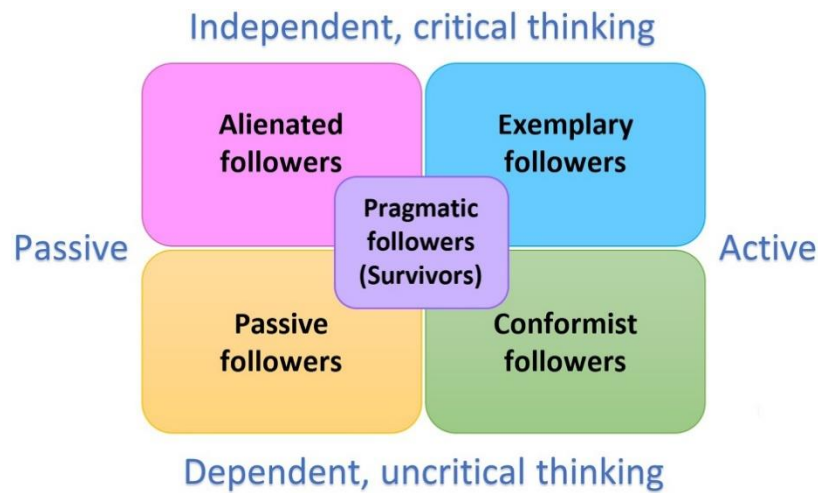
Figure 3.3: Kelley Followership Typology model

Source: (Kelley, 1992)

3.3.4 Cultural Influences on Leadership Behaviour

Organisational culture is essential in schools as it sustains the motivation of employees through the values, beliefs and traditions, and at the same time, employees are expected to abide by those values and beliefs (Grissom et al., 2021:62; Khaliq et al., 2021:167). To address the existing challenges of school problems, a strong school culture is required as it determines the perceptions of teachers and students (Kalkan et al., 2020:3).

Yuki (2010:455) argued that the values that leaders exercise in school affect the tasks and these could influence their attitudes and behaviours. In addition, organisational culture becomes a concept consisting of the combination of the objectives and actions of the school with the social values, and the technical checking of employees' activities and attitudes in the school (Anderson, 1991:22; Kalkan et al., 2020:3).

3.3.4.1 Leadership initiatives for achieving cultural diversity

DuBrin (2009:436) explained that a school plan should inspire all employees to willingly provide their talents, capabilities and knowledge to schools regardless of their race, gender, ethnic

background or other differences (DuBrin, 2009:436). Furthermore, many studies have shown that people with multiple cultures perceive things in different ways, which helps them to understand their environment better. Culture and perception are linked and this means that people tend to perceive themselves and others in the environment through their cultures. Therefore, to be effective, principals should consider the diversity of cultures (Aithal & Aithal, 2019:68).

3.4 MANAGEMENT SKILLS

The leadership team plays an important role in accentuating democratic management in a school and ensuring that decisions are taken jointly (Laud et al., 2015:7). In this respect, Botha (2013:96) described educational leadership as one of the most challenging tasks faced by educational researchers, educational practitioners and educational leaders in practice. Katz (1974:n.p.) further explained that another approach to examining what principals do could by looking closely at the types of skills necessary to carry out the task. The basic skills for planning, organising, leading and monitoring are placed in three categories of conceptual, human and technical those are especially important if principals are to perform their functions and roles adequately.

3.4.1 Conceptual Skills

To achieve school goals and interpret information received from different sources properly, conceptual skills are essential to school leaders. These help school principals understand how different departments should work to achieve the school goals (Hartati et al., 2019:139). Moreover, principals must have the knowledge of environmental factors, sources of resources and management, behaviours of the school community, and school change as significant inputs into the internal environment of the school (Luneberg, 2010:7). Furthermore, school principals should understand the concepts that are related to the quality of education (Hartati et al., 2019:139).

3.4.2 Human Skills

Principals should have sound knowledge and ability to work with others in schools. To achieve school goals, principals should have the necessary skills of working effectively and collaboratively with teachers, colleagues and supervisors to improve the implementation of quality education. Human skills enable a leader to support followers to work productively to achieve the planned objectives (Grissom et al., 2021:56; Northouse, 2019:102). Principals require human skills to

manage staff in each department and other technical experts effectively, notably counsellors, social workers, school psychologists, and department heads, and guide them to interact productively with upper-level administrators (Luneburg, 2010:7).

Principals with highly developed human skills are sensitive to the desires and motivations of others and consider their needs during decision-making (Northouse, 2019:102). They allow staff and others to communicate effectively with each other and help them to grow, which ultimately results in maximum performance and goal attainment (Northouse, 2019:102).

3.4.3 Technical Skills

Principals with good technical skills can apply their understandings and abilities to develop methods, procedures and techniques needed for effective running of school activities (Seyedinejat et al., 2014:35). In schools, heads of departments and unit leaders are typically teachers with technical skills who are presumed to have the ability to supervise others (Luneburg, 2010:7). In the final analysis, a successful principal must understand the work that is to be performed (leadership functions), the behaviour needed to perform the job (administrative roles), and must master the skills involved in performing their role (management skills) (Hartati et al., 2019:139).

3.5 MODEL FOR UNDERSTANDING AND IMPROVING EDUCATION QUALITY

The concept of quality education is used broadly in this study and focuses on education quality in relation to school leadership. In this context, it would be helpful to think about the major rudiments of an education system and the way they interrelate. In this regard, UNESCO (2005:35) identified the following central dimensions that influence the core processes of teaching and learning: learner characteristics dimension; contextual dimension; enabling inputs dimension; teaching and learning dimension, and outcomes dimension. The expanded definition of quality includes desirable characteristics of learners, processes, content and systems. The manner in which, these factors influence teaching and learning in schools, and ultimately educational outcomes is depicted in Figure 3.4.
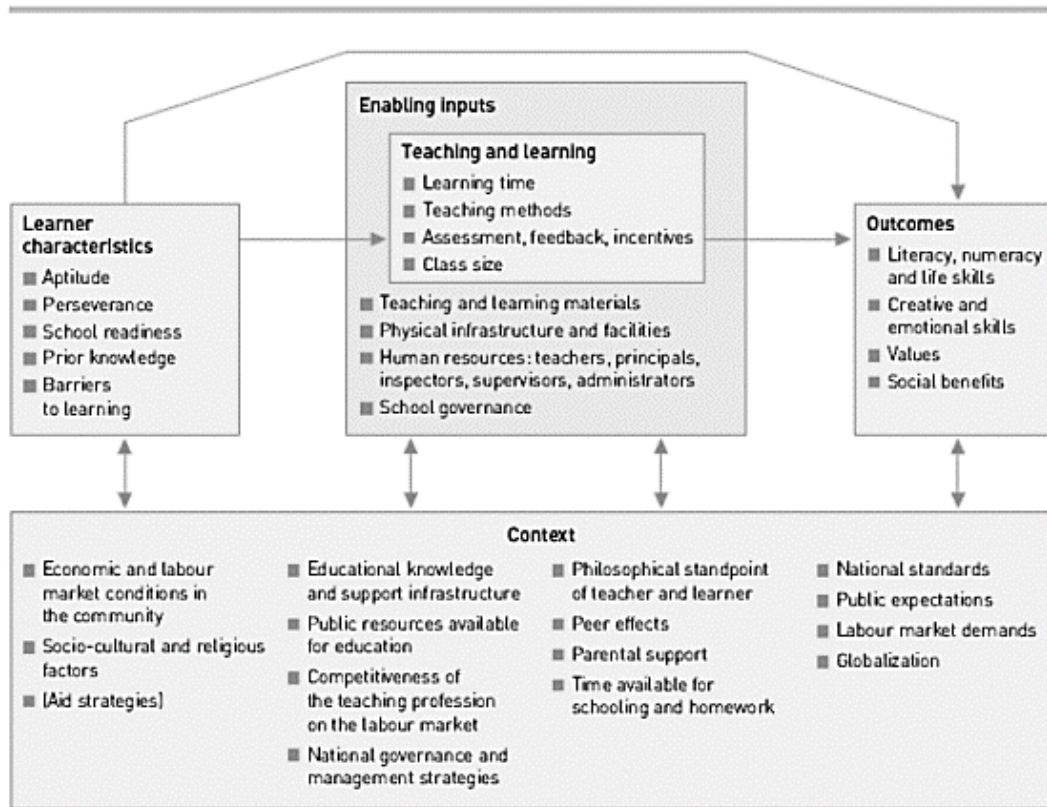
Figure 3.4: A model for understanding education quality

Source: (UNESCO, 2005:4)

3.5.1 Learner Characteristics

Student administration is fundamental to education administration, as learners are at the core of the school's existence. The readiness and development of learners determine their interaction with teachers (Botha, 2013:22). It is, however, noted that the evaluation of the quality of education outputs that disregard early inequalities between students tend to be deceptive. In this regard, influential factors include socioeconomic background, health, place of residence, cultural and religious background, and the amount and nature of prior learning (UNESCO, 2005:36). UNICEF (2000:5) stated that normal development of children during their early years requires a balanced food diet. Käpplinger et al. (2018:12) concurred that some of these factors relate to the cognitive abilities and skills of the student, previous knowledge and experience in solving similar problems, and the form and level of motivation.

Moreover, Kiplinger, Ovesni and Vranješević (2018:17) stated that cognitive abilities and skills represent the basic means of problem-solving. To this end, it is necessary to clarify such abilities and skills, the operations of thought, and the way they are interconnected. Cognitive ability is the capacity of the intellect to react in certain situations, in a way that finds a solution to a certain problem. However, parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years (UNICEF, 2000:6).

This is partly because the parents' educational background may have a direct impact on children's capability to learn in school. In relation to the current study, the above viewpoint suggests that, among other things, the effectiveness of a school may be measured by the quality of learners' outcomes.

3.5.2 Context

For education to be effective, it is important that relations between the school and society should be strong and influence each other. The school principal should ensure that stakeholders regularly follow the development of the school and monitor the management of resources (Genevarius, 2019:6). Furthermore, education can improve people's lifestyles in society and strengthen values, personal prosperity and freedom (UNESCO, 2005:36).

Botha (2013:25) submitted that to fulfil some of its obligations, the school needs financial support from businesses in the area. It is critical, therefore, that the principal should form good relationships with local businesses by establishing funding opportunities for deserving learners from underprivileged families. Furthermore, the fate of the state and persons is formed in schools through education as it cultivates human resource development through the transfer of knowledge, skills and values for the self-reliance of individuals and overall national transformation (Joshua, 2014:140). Business may also assist by providing employment for economically disadvantaged parents and enabling them to sustain their livelihoods, pay school fees and provide other educational necessities for their children. Chapman and Adams (2002:16) identified the following characteristics of a quality school:

- Teaching methodologies designed to encourage independent thinking;
- Capable, motivated, well-trained teachers;

- Appropriate, well-designed curriculum;
- Effective learning materials including, but not limited to, textbooks;
- A safe, well-maintained learning environment;
- A valid, reliable examination system;
- Effective school leadership, including instructional supervision;
- Ample direct instructional time;
- Adequate financing; and
- Effective organisational structure and support.

A policy designed at the national level typically affects education quality. The goals and standards, curriculum and teacher policies that enable conditions within education play a significant role during the implementation quality education. Furthermore, delivery of quality education concerns different stakeholders, notably policy designers, resource providers, teachers and students (Kaso et al., 2021:52).

3.5.3 Enabling inputs

Resources and their management affect the implementation of teaching and learning in schools significantly. In this sense, schools without adequate teachers, textbooks or learning materials tend to be ineffective in their operations (Kaso et al., 2021:54; Yohannes & Bezabih, 2019:21). In addition, it is imperative that the physical facilities of a school should be attractive and provide a safe environment for students and the school community to deliver quality education (Botha, 2013:24). As Legotlo (2014:7) observed, shortages of instructional materials, teaching staff, relevant textbooks and different facilities negatively affect the quality of education.

Moreover, Joshua (2014:145) submitted that teachers should have good knowledge of the subject they teach; clear learning objectives, knowledge and skills to be taught, and the instructional resources to be used. They should have access to information that is up to date, reliable and pertinent to the educational needs of students.

In terms of education quality, students acquire knowledge, skills and values during their studies (Kamphuis, Bussel, Stelwagen & Bontius, 2017:6). Procedural quality is considered good if teachers, supervisors and managers organise, implement and execute teaching and examination

procedures effectively and efficiently. In the teaching-learning process, inputs are enabling factors, which are essentially interrelated (Kaso et al., 2021:54).

Teachers must have enough room to carry out their administrative responsibilities and prepare for teaching rather than prepare in the classrooms to avoid congestion and over-utilisation of facilities like school furniture (Botha, 2013:24). The main input variables needed for effective schooling are material and human resources, with the management of these resources an important additional dimension. Material resources provided both by the government and households include textbooks, learning materials, classrooms, libraries, school facilities and other infrastructure, while human resource inputs include managers, administrators, support staff, supervisors (inspectors) and most importantly, teachers (UNESCO, 2005:36). Furthermore, principals are expected to offer direction to teachers in order to keep up with changes in curriculum and organise instruction properly in a manner that ensures linkages and incorporates critical concepts into the curriculum to attain the set goals (Joshua, 2014:145).

Teachers are central to the implementation of education and are affected by the macro context in which it takes place and its successful outcomes (Botha, 2013:23). Tusianah et al. (2019:505) emphasised that teachers play a pivotal role in all aspects of education. Most reforms and improvement strategies should deal with what is going on in the classroom, which involves the everyday work of teachers. Educational quality and efficiency depend largely on teachers' qualifications and competencies in general, and on their human, pedagogic and technical qualities in particular. In the case of Gedeo Zone, a number of secondary schools face a challenge due to unavailability of instructional materials and school infrastructure.

3.5.4 Teaching and Learning

The quality of the instructional process in schools affects the success of students. Schools are continuously changing their teaching and learning conditions and strategies and other related factors to achieve their educational objectives (Syukri et al., 2017:1137). The instructional activities are intimately nested within the support system of inputs and other related factors (Kaso et al., 2021:53). Effective teaching and learning is a critical foundation for human development and change. Fittingly, Legotlo (2014:7) opined that a lack of properly qualified teachers, a loss of competent employees, job uncertainty, a low level of inspiration and confidence, a lack of

discipline and poor instructional activities affect the quality of education. In the same vein, Cubay (2020:37) argued that administrators have enormous influence over teachers and their leadership styles. He further observed that power bases have a significant impact on teachers' professionalism and improve their efficiency and competence in performing their duties and responsibilities, particularly teaching.

UNICEF (2000:14) asserted that teachers' presence in the classroom represents a significant starting point, especially because the quality of a teacher can be seen from their performance. As Normasari (2020:188) argued, the teacher's main task is teaching, which entails preparation, implementation and evaluation of learning. However, many teachers face different challenges that affect their daily activities in schools, particularly regarding transportation and housing. To solve these problems, the government and concerned stakeholders should improve teachers' salaries, so that they are not forced to take on the second or third jobs (Fredriksson, 2004:15).

Furthermore, Wasiman et al. (2020:39) stated that the professional development of teachers has a direct relationship with the quality of education and is also linked to teacher education and educational research.

3.5.5 Outcomes/Results

Productive relations between principals and society are good for improving the participation of society in school activities. Good relations between the school and community have a positive impact on students' learning outcomes (Joshua, 2014:141). In this regard, UNICEF (2000:6) outlined that the environment, content and processes that learners encounter at school lead to diverse results, some intended and others unintended. These are most easily expressed in terms of academic achievement, though various ways of assessing creative and emotional development as well as the changes in values, attitudes and behaviour have also been devised (UNESCO, 2005:37). The output criteria consist of the nature and extent of products, mainly learners' behaviour and their success from one phase to another (Legotlo, 2014:5). It is useful to differentiate between achievement, attainment and other outcome measures, which can include broader benefits to society (UNESCO, 2005:37). Academic achievement is often used as an indicator of school quality because it is easily measurable using standardised tests, while other outcomes may be more complex and less tangible. These include education for citizenship and skills for behavioural

development and change (UNICEF, 2000:20). Likewise, education quality refers to both the product and a process (Kamphuis et al., 2017:6).

Furthermore, Garira (2020:1) argued that the quality of education in school centres on the interactions among the inputs, processes and outputs, with the optimum expectation that students would receive a good quality of education. In vocational education, the product is the extent to which the novice professionals demonstrate that, during their studies, they acquired tangible skills that they would need in their work and society.

Komalasari et al. (2020:188) acknowledged that the leadership of the principal is critical and widely accepted as a key element for realising school quality development. It is further noted that the quality of the school has an impact on the motivation of its staff and teacher performance and greatly influences the quality of learning in the classroom.

3.6 SCHOOL EFFECTIVENESS

An effective school tends to achieve what has been planned. In general, an effective school is concerned with the formulation of what must be done with what has been achieved (Syukri et al., 2017:1138). As directed by the current policy, many achievements have been made in terms of enrollment, equity, and access to education. However, the signs of a weak quality of education are still visible in the country's education system. To address the long-standing problems of weak education quality, the Government of Ethiopia is currently working on restructuring the existing education policy and its curriculum and implementation in the form of a roadmap that would be workable for the next 12 years (until 2030) (Melese & Tadege, 2019:3).

Table 3.1 indicates that the pass rate for natural sciences was 45.5% in 2019 and 42.1% in 2020, while for social sciences; it was 41.8% in 2019 and 8.65% in 2020. Surprisingly, in the social sciences stream in 2020, the pass rate was only 8.65%, which was very low.

Table 3.1: Grade 12 secondary school leaving examination results of natural science (for Gedeo Zone) in 2019 & 2020

Year	Enrolled students			Drop out				Students who took the exam				Promoted				Not Promoted			
	M	F	T	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
2019	429	167	596	8	5	13	2.2	460	188	648	97.1	195	88	283	45.5	226	79	305	52.3
2020	806	254	1063	15	9	24	2.3	794	245	1039	97.7	300	138	438	42.1	494	116	610	58.7

Source: Gedeo Zone education office of 2019 & 2020 academic year

Table 3.2: Grade 12 secondary school leaving examination results of social science (for Gedeo Zone) in 2019 & 2020

Year	Enrolled students			Drop out				Students who took the exam				Promoted				Not Promoted			
	M	F	T	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
2019	493	211	704	4	8	12	5.3	487	206	693	98.4	189	101	290	41.8	298	110	408	58.8
2020	1835	721	2556	39	31	71	2.8	1796	689	2485	97.2	139	76	215	8.65	1657	645	2302	92.6

Source: Gedeo Zone education office of 2019 & 2020 academic year

3.7 STANDARD LEVELS FOR SCHOOL PRINCIPALS IN ETHIOPIA

Professionalism of the principal's leadership requires commitment from school leaders to strive to get better and build up their competencies, which aims to improve their professional quality in carrying out and marshalling existing resources in a school and working jointly towards achieving the common goals (Mariyanah et al., 2021:134; Simin, Siddiqui & Dewangan, 2019:73). Furthermore, the principal has a critical role to play in improving the standard of education since a good headteacher uses all the educational resources efficiently to attain the educational goals, both in terms of learning and development of educational organisations (Febrizon et al., 2020:14). In Ethiopia, professional standards for principals consist of four levels: Beginner Principal, Proficient-I Principal, Proficient-II Principal and Lead Principal (MOE, 2013:4). The levels are based on the development and advancement of principals and their responsibilities throughout the span of their careers.

3.7.1 Beginner Principal

At this level, principals display knowledge of the skills and abilities needed for minimal effective leadership (MOE, 2013:4). In this regard, Cubay (2020:37) underlined that administrators have a great influence over their teachers and their leadership styles. He further asserted that power bases have a significant impact on their profession and leadership and help them perform their duties and responsibilities effectively.

Furthermore, the principal's professionalism and the professional growth of staff can be achieved because the principal understands the requirements of the school and seeks to improve teachers' capabilities, competencies and professionalism (Mariyanah et al., 2021:132). Principals at this level are expected to continuously refine their leadership competencies and skills. They should monitor situations in their schools and respond appropriately (MOE, 2013:5). All principals at this level should:

- Comprehend the significance of a shared mission, vision, beliefs and goals;
- Have knowledge of school learning goals;
- Initiate formal and informal discussions that address curriculum, instruction and assessment issues;
- Understand the importance of developing effective professional learning communities and result-oriented professional development;
- Comprehend the importance of continued personal learning and professional development; and
- Comprehend the importance of non-fiscal resources (e.g., personnel, time, materials, etc.) in the effectiveness of a school (MOE, 2013:5).

3.7.2 Proficient-I principal

Quality education can be achieved if inputs, processes, outputs, teachers, facilities and infrastructure meet certain requirements. It is anticipated that in future, the teaching career will be more complex, and require teachers and principals to continuously improve their competencies and skills to meet the changing demands (Mariyanah et al., 2021:132). At this level, principals should efficiently synthesise knowledge, skills and abilities desired for effective leadership. They

are fully skilled professionals who demonstrate purposefulness, flexibility and consistency (MOE, 2013:5). All principals at this level are expected to:

- Recognise the importance of engaging stakeholder groups in meaningful ways;
- Evaluate the resource needs of teachers and staff;
- Guide the development of a shared mission, vision, beliefs and goals of the school aligned with the SIP and the District Strategic Plan; and
- Lead and/or instruct professional learning activities to address curriculum, instruction and assessment issues that build on teachers' strengths in reaching all students.

3.7.3 Proficient-II Principal

Many factors inhibit accomplishment of excellence in school management leading to low performance of principals. Research has shown that many principals lack knowledge, self-inspiration, eagerness and work discipline, and have narrow educational insights (Komalasari et al., 2020:184). Despite these problems, the Proficient-II level principals are expected to monitor situations in their classrooms and schools, and make appropriate plans and responses (MOE, 2013:5). All principals at this level are expected to fulfil the following tasks:

- Continually assess the shared mission, vision, beliefs and goals for the schools that are aligned with the SIP;
- Provide structures and implement the development of effective professional learning communities and result-oriented professional development;
- Routinely participate in professional development focused on improving instructional programmes and practices;
- Mobilise and allocate material resources in ways that support student achievement;
- Communicate the structures and rationale for decisions about resource allocation; and
- Provide opportunities for stakeholder groups to become involved in the school.

3.7.4 Lead Principal

At this level, principals use their strong basis of knowledge, skills and abilities to innovate and develop their schools and school community (MOE, 2013:6). They expect and check situations in their schools and effectively reshape their environments accordingly (Kaso et al., 2021:52).

Moreover, Anderson (1991:23) and Joshua (2014:141) advocated increased cooperation between the school principal and parents as it is a means to encourage parents partake in school activities. Such cooperation has a positive impact on students' learning outcomes. The Lead level represents the highest level of achievement, and principals in this category are expected to perform the activities listed below.

- Continually evaluate the shared mission, vision, beliefs and goals of the school that are aligned with the SIP and the district strategic plan and make adaptations as they deem appropriate;
- Model knowledge of research-based best practices and expect staff to understand curriculum alignment processes within and across curriculum areas and grade levels;
- Facilitate opportunities for effective professional learning communities aligned with the SIP, focused on results, and characterised by collective responsibility for instructional planning and student learning; and
- Optimise stakeholder involvement to provide learning opportunities for staff and students.

In general, principals at the apex level are required to lead change in schools. They are reformers who can reshape the school environment and make it success-oriented and goal-driven. To change the whole system, they can influence the approach of followers and mobilise them to work as a team that is motivated and driven by organisational goals.

3.8 THREE SCHOOL PRINCIPAL'S DOMAINS AND COMPETENCES IN ETHIOPIA

This section discusses the following three domains and competences required of principals to implement quality education:

- School vision and community leadership;
- Instructional leadership; and
- Administrative leadership.

3.8.1 School Vision and Community Leadership

According to Webster and Litchka (2020:43), principals should establish the school vision. They should also appreciate, mediate and serve the needs of society. This should resonate through the strategic vision, cultural values, traditions and positive ethos they seek to promote across the school. Strong leadership is required to nurture good interpersonal relationships amongst staff

members, parents, students and community stakeholders (Preston & Barnes, 2017:8). Principals are also required to promote students' achievement in collaboration with the community and stakeholders and mobilise community resources to improve instructional activities. Principals should build trust and establish positive school atmosphere for staff and school community (Syukri et al., 2017:1136).

3.8.2 Instructional Leadership

The MOE (2013:11) stipulates that principals should ensure that there is quality, efficiency and consistency across all components of instruction in schools. Principals should have up-to-date information and research on teaching and learning and child development, and how to organise information for the educational benefit of students. Attainment of educational goals is dependent on the leadership skills and wisdom of the principal who plays a critical role in school effectiveness. The principal is a lead professional in a school tasked to manage organisational resources and collaborate with teachers in teaching students and ensuring that they acquire quality education (Mariyanah et al., 2021:132). Moreover, the efficiency of a school principal in leading can be judged by forging unity of purpose among staff and having knowledge about their performance (Romlah & Latief, 2021:38).

3.8.3 Administrative Leadership

The principal must handle their daily activities effectively and ensure that there is alignment between the vision and goals of the school. These include financial and human resources, time, materials, technology, physical facilities and other system components. Principals must further budget and allocate resources equitably to address the academic, physical and health needs of all students (MOE, 2013:11). The principal is a specialist administrator in a school expected to mobilise organisational resources and support teachers to teach effectively to achieve educational goals and improve student outcomes (Romlah & Latief, 2021:38).

3.9 INSTRUCTIONAL LEADERSHIP EXPERIENCES IN THREE COUNTRIES

This section discusses the experiences in three countries: South Africa, Australia and South Korea on how they practise instructional leadership functions in their secondary schools. Discussing the

practices of instructional leaders in these countries provides some insights into the models, standards and the general functions of the principal in each country.

3.9.1 The South African Model

In South Africa, principals are required to develop annual personal development plans, set objectives and targets, and perform some of the general functions stated below.

- Lead and manage the learning school;
- Shape the direction and development of the school;
- Assure quality and secure accountability;
- Develop and empower self and others;
- Manage the school as an organisation; and
- Work with and for the community (Christie et al., 2010:24).

On leadership styles, a preference is shown for charismatic/value-based, team-oriented, participative, and humane approaches, which is similar to profiles across much of the rest of the world (Bolden & Kirk, 2009:73). Similarly, Christie et al. (2011:24) emphasised that to create an ethos of shared responsibility and people-oriented leadership, a balance must be found between bureaucracy and democracy. The South African heritage is made up of both western and African worldviews and it is important to acknowledge both. One of the ways in which this may be made possible in a South African context is the exploration of the concept of *ubuntu*, as captured in the expression '*umuntu ngumuntu ngabantu*' (a person is a person through other human beings) (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008:13). This philosophy has very important implications for leadership in schools, taking into consideration that the core purpose of schools is to develop young people.

In South Africa, before 1994, there was no formal qualification provided for principals, and most of them opted to study for a university master's degree (Christie, Sullivan, Duku, & Gallie, 2011:52). However, there was a rising acknowledgement that skills' training with a focus on changing school practices was needed. Two major NGOs were active in the early 1990s, namely Teacher Opportunity Programmes (TOPS) and Management of Schools Training Programme

(MSTP), both of which offered skills training for school management (Anderson, 1991:24; Christie et al., 2011:52).

In South Africa, what affected principal preparation during the apartheid dispensation was that schools were divided along racial lines, in that some were for coloureds, whites, Indians and blacks (Sibanda, 2017:572). Students were obliged to attend their racially segregated schools located around their residential areas, and different schools operated in different ways. Principals were deployed based on the modalities used for transferring principals and their initial placement and employment. Policy was used to deploy principals across the school system, and ensure that the right principals were appointed to head schools to improve their effectiveness (Wills, 2015:2).

To develop leadership capacity in South African schools, the Advanced Certificate in Education (ACE) School Management and Leadership was developed to train teachers in the school management teams to become future principals (Vaillant, 2015:9). The objective of the ACE programme was to provide opportunities to advance quality education in South African schools by training a corps of education leaders to implement values, knowledge and skills through effective school leadership and management in line with the vision of a democratic change.

Wiehahn and du Plessis (2018:9) concluded that a starting point for a newly appointed principal is a well-organised induction programme. The positive consequences of this could minimise the number of under-performing high schools. In the end, an induction programme could improve the morale of newly appointed principals and offer mentorship programmes and support groups to assist them to adjust to their roles and perform optimally.

The ACE programme was formulated by the South African Department of Education in conjunction with the National Management and Leadership Committee (NMLC), including academics from universities (Vaillant, 2015:9). It focuses on teaching materials, training workshops on university campuses, support by university-selected tutors, networking among participants in the training courses and online assessment of leadership in practice. As Msila (2012:47) proposed, to improve the overall management and effectiveness of schools, both the novice and experienced principals need CPD.

Sibanda (2017:570) opined that South African principals exercise different leadership styles which are influenced by the prevailing conditions in their schools. Since most schools have inherited the

apartheid legacy, leadership styles are still based on the models followed during the apartheid era. The ACE programme runs for a total period of 24 months of part-time studies, and it is implemented by universities underpinned by the standards for principals (Vaillant, 2015:9).

Msila (2012:47) further stated that the Advanced Certificate in Education School Management and Leadership (ACE-SML) for principals was intended to help them run schools effectively. In this regard, Maponya (2020:184) claimed that principals are vital for improved instructional delivery in schools and that the efficiency of teaching and learning programmes is indicated by increased pupil educational attainment. In addition, the South African Standard for Principalship (SASP) was anticipated to offer clear role descriptions for principals. In this regard, Sibanda (2017:570) argued that democratic leadership styles that are participatory in nature seek to empower teachers and capacitate them to achieve the school goals. Nonetheless, research has revealed that autocratic and authoritarian leadership styles are still dominant, with comparatively few principals practising distributed leadership in their schools.

The South African National Qualification for Principalship is written in the format used by the South African Qualifications Authority (SAQA), and provides planned outcomes and criteria for assessment, which is an important milestone. The South African National Qualification for Principalship seeks to set standards and principles for principals in order to improve their competency in the performance of their roles (Christie et al., 2011:55). Christie et al. (2011:55) identified the following as the overall lessons relating to formal school leadership programmes, which influence the quality of education in schools:

- School leaders require ongoing professional support, and a formal accredited programme is not necessarily the only appropriate form of professional development.
- School leadership programmes should include a mentoring component.
- School leadership programmes should include a focus on time management, reflective practice, and responsibility agency relating to problems, transformational leadership, collective action, practice-based dilemmas or concerns.
- School leadership programmes should be designed to create and encourage networking amongst school leaders.

In leading schools, principals need to embrace the values of societal fairness, equity, equality, non-racialism, non-sexism, *ubuntu* or human dignity, the rule of law, accountability, open society, reconciliation, respect and democracy (Naidu et al, 2008:8). They should examine each of these values and comprehend how they can be embraced in the culture of the school because they reflect the basic principles that strengthen transformation and democracy (Naidu et al, 2008:8). According to these authors, in South Africa, the Department of Education is a public service department, and thus follows the government's principle of '*Batho Pele*' (people first in Sesotho), which underpins the guidelines for people-centred service delivery in the country. There are eight points against which school principals should check their own service delivery:

- Consultation;
- Service standards;
- Courtesy;
- Access;
- Information;
- Openness and transparency;
- Dealing with complaints; and
- Giving best value for money (Naidu et al, 2008:8).

3.9.2 The Model of the Republic of Korea

In the Republic of Korea also known as South Korea, education has great cultural and social value. The social and cultural importance of education has distinctive and admirable characteristics in South Korean society (Bermeo, 2014:143). The principals are given little space to develop school missions and goals based on the national education policies. They implement the prescribed national curricula and often distribute the instructional leadership responsibilities in schools and encourage teachers' participation in professional development (Kim & Lee, 2020:5). Instructional leadership emphasises the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching (Day & Sammons, 2016:20). It assumes that the leader's prime responsibility is to promote better outcomes for students, emphasise the importance of teaching and learning and enhance their quality.

Hence, the South Korean students are encouraged to spend their time studying, which has a positive impact on the learning outcomes (Bermeo, 2014:143). Furthermore, teachers' salaries are high in South Korea and increase over time, which encourages them to continue in the occupation long-term. For instance, the current salary scale of an average secondary school teacher in Korea is US$31,850.90, and after eight years of experience, it increases to US$39,377.40 (Economic Research Institute ([ERI], 2021:n.p.).

Maponya (2020:185) argued that principals should not be one dimensional by focusing mostly on teaching and learning as there are additional factors that contribute to high-quality instructional leadership and delivery. Teaching-learning activities involve a variety of factors which shape learning and influence student outcomes. As Bermeo (2014:146) observed, in South Korea, it is generally accepted that the quality of education is greatly influenced by the quality of teachers. This means that teachers have a primary accountability of teaching effectively using strategies that ensure quality education. Thus, improving their qualifications and capabilities has gained great status.

3.9.3 The Model of Australia

In Australia, principals have a higher level of educational attainment than other teachers. However, only half of them complete the training course for principals before taking up their position as principals (OECD, 2019:3). As Thomson and Hillman (2018:39) correctly asserted, prior to becoming school leaders, most principals were very experienced teachers. In Australia, the average principal had been a teacher for 23 years and had also spent an average of 12 years in related school administration roles. With regard to teaching experience, this is similar to the OECD average of 20 years. However, the Australian teachers spend more time in other managerial roles than the international average.

Ingvarson et al. (2006:7) claimed that making schools effective requires thorough professional preparation and development of school leaders and establishing school leadership standard. Highly effective teachers, school leaders and experienced principals play a vital role in improving the quality of education in schools. To this end, Ariyani and Zuhaery (2021:64) asserted that a principal is expected to direct, develop, and empower his or her subordinates. Changes can happen if subordinates can construct their self-government and creativity through participative leadership.

The role of policy designers and standard formulators is to recognise vital aspects in the preparation of school leaders and the features of leadership linked with student outcomes (Ingvarson, Anderson, Gronn & Jackson, 2006:3). In Australia, 30% of principals have finished a course in school administration or training for principals compared to the OECD average of 54%, and 43% have completed an instructional leadership training programme compared to the OECD average of 54%, before taking up positions of principal (OECD, 2019:3).

School principals need extensive support, particularly those in disadvantaged schools, which might lead to greater assurance that they are managed effectively (Thomson & Hillman, 2018:28). Moreover, a leadership standard has been designed based on the following requirements: vision and values, knowledge and understanding, personal qualities, and social and interpersonal skills. These necessities apply to five areas of expert practice: leading teaching and learning; raising self and others; leading development, modernism and change; leading the administration of the school; and engaging in and working with the community (AITSL, 2019:10).

3.11 CHAPTER SUMMARY

The chapter discussed the challenges of principals in implementing quality education at different levels, namely macro-, meso- and micro-levels, a model for understanding different dimensions of leadership. It also discussed a model for understanding and improving education quality, the qualification and competency levels of Ethiopian secondary school principals. Finally, it reviewed school leadership experiences and practices in different countries. In the next chapter, the philosophical assumptions and research paradigms underpinning the researcher's choice of methodology, methods of data collection and analysis are presented.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

The preceding chapter discussed scholarly literature on educational management, focusing on the tasks and roles of school principals in bringing about the desired quality education in high school. For the purpose of comparison, experiences of school leadership in some selected countries were taken into account. This chapter discusses philosophical assumptions and methodological approaches to research used in this study. It explains research philosophical categories, namely epistemology, ontology and axiology, and how these relate to research processes and findings. It covers methodologies and methods that include notably mixed-methods, quantitative and qualitative research and their advantages. Since this study adopted a mixed-methods approach, contemporary research paradigms, namely, positivism or post-positivism and interpretivism or constructivism are discussed. It also discusses the sampling methods used and the instruments used to collect data.

4.2 PHILOSOPHICAL ASSUMPTIONS

4.2.1 Ontology

As a philosophical concept, ontology is a standpoint and point of view. From the outset, authorities lay down that it is mandatory for researchers to explicitly declare their ontological perspectives in relation to their perceptions of the reality they intend to study and the interpretations, the analysis and the conclusions they produce at the end of their research efforts (Creswell & Plano Clark, 2018:37; Sefotho, 2018:22; Terrel, 2016:68). It is often stipulated that 'domain reality' could relate to the reality found within a particular ontology based on a particular paradigm. Sefotho (2018:22) stipulated that researchers should clearly state what their ontological stance is right from the outset. This is important because perspectives or positions are founded on the paradigm one has chosen. Ontology assumes that a researcher can identify and link the variables of a phenomenon he is studying. The researcher needs to determine whether the reality he is studying is independent of his thinking, or whether he needs to take an active part in constructing such a reality. Don-Solomon and Eke (2018) (2018:2) emphasised the same view arguing that identifying which ontological

choice is to be made is essential since this determines the choice of the research design to be employed via the epistemology one adopts. This affects the research approach, the research strategy, methods of data collection and data analysis as well as the findings and recommendations to be made. From an ontological perspective, the researcher was able to explore the challenges of principals in implementing quality education in Gedeo Zone secondary schools. Teachers and school leaders were able to explain and narrate their school experiences.

4.2.2 Epistemology

According to Don-Solomon and Eke (2018:2), epistemology is the theory and science that attempts to explain how people and researchers acquire knowledge about the reality being studied. It also deals with the nature, methods (or tools) and processes of the production of knowledge, as well as the extent of its practical utility. Berryman (2019:272) stated that epistemology provides some useful insights into the nature of the world. It also deals with being in the world and ways of studying and knowing the world of which one is part. Accordingly, epistemology attempts to situate and describe the researcher himself in the world to be studied. As a science, epistemology raises such questions as: "What is the relationship between the knower and what is known or to be known? What methods, tools and approaches are helpful in the process of knowing? How do we know what we know? How do our knowledge of the reality and the reality out there match? Finally, it asks "what counts as knowledge?" It also attempts to provide some answers to these philosophical questions.

Beginning in the nineteenth century when such philosophical trends emerged and permeated every area of thinking, the emergent positivist epistemology postulated that the purpose of research must focus on finding reliable and scientific explanations for things and phenomena (Burir, Ednut & Khatoon, 2020:239). In this study, the objective is to find out 'what counts as knowledge' in the management and leadership processes of secondary school principals in their efforts of implementing quality education in Gedeo Zone. Therefore, epistemology is significant since it helps researchers to develop trust in their data and affects how they go about finding knowledge about the phenomenon they investigate. In this regard, data for this study were collected from teachers and school leaders of secondary schools in Gedeo Zone. Epistemology is important because it helps the researcher to rely heavily on the participants for data generation, and that

affects how the researcher goes about the discovery of knowledge in the social context that he or she investigates.

4.2.3 Axiology

It is generally recognised that axiology is concerned with identifying what kind of research methodology one chooses and uses, the place the researcher occupies in the world to be studied, the research methods employed and the modes of analysis of the data and the kind of knowledge to be generated. Regarding the question of axiology, there have been various adaptations and modifications made on it since earlier eras. Among those who make significant adaptations are the post-positivists who modified the assumptions and beliefs regarding the researcher and the subject of the research. These post-positivists argue that the world to be studied and the researcher are independent entities from one another. Consequently, the hypothesis the investigator starts with, and the theories he formulates, as well as his background knowledge can strongly influence what is observed, how it is observed, and the outcome of the investigation (Chilisa, 2012:28).

Sefotho (2018:25) further submitted that axiology is "a science of human values" which well-meaning researchers should carefully consider so as to arrive at useful conclusions. Axiology, therefore, leads one to have an appropriate focus on the ethical aspects of "conducting value-driven research". Accordingly, it is assumed that through these basic tenets of axiology, researchers must take the burden and responsibility for the security, wellbeing and the privacy of the participants in their research activities. Thus, axiological considerations are essential in conducting meaningful research. It awakens and guides the researcher's conscience to make the right value-based decisions regarding their research. Sefotho (2018: 24) further stated that researchers whose inquiry is guided by sound axiology need to pay appropriate attention to every decision they are required to make in the whole range of their work.

Axiology is a philosophical approach that informs all researchers to pay careful attention to the sort of decisions they make. Accordingly, important and relevant principles anchored in key axiological guidelines have been fully incorporated in this research. It needs to be clearly indicated that this research is grounded in and guided by all regulations and ethical considerations, including those laid down by the Research Ethics Clearance of UNISA. These values and ethical

considerations include complete anonymity, confidentiality, and privacy of the participants, and accuracy and accessibility of the research findings.

4.2.4 Methodology

Methodology deals with the kind of research to be conducted, types and methods of data collected, the tools and materials selected and used in the process of carrying out research, and reasoned justifications for such questions as what, how and why. Methodology is a broad and complex concept that requires clear understanding. It is generally accepted as an approach or perspective adopted by the research work that applies to both positivist and post-positivist paradigms. On his part, Sefotho (2018:23) argued that "methodology is like a roving camera that keeps on scanning all sides of the study and looking in all directions" right from the early stages of the process of the research, all the way to the end. Methodology must not be confused with methods, as the two are quite different in their functions in research. Research methods may simply be described as the tools or techniques used for conducting research (Kothari, 2004:7).

Mason (2018:34) asserted that it deals with the implicit and explicit sets of reasons clarifying *why* the researcher uses particular methods. Methodology refers to the logic or rationale that explains how and why the researcher designs the research project to answer the key research questions, as well as the researcher's day-to-day decisions about most (if not all) aspects of the research processes.

4.3 RESEARCH PARADIGMS

To begin with, the word paradigm originates from the Greek word *parádeigma*, which generally means a fixed model. The significance and relevance of paradigm in research was popularised by Thomas Kuhn (1970; 2013:106) who defined it as "a lasting set of assumptions about the way an inquiry should be conducted". According to the tenets of this model, there is a constant change in paradigms. That is why researchers use the phrase 'paradigm shift' indicating that one paradigm often replaces another. Punch and Oancea (2014:18) asserted that the major contemporary paradigms include positivism and interpretivism. Interpretivism is also known as constructivism. Positivism, whether it is the early form or its newer derivative, is generally associated with quantitative methods in research. Interpretivism or constructivism is almost exclusively applied to qualitative research.

In educational research, paradigms are useful frameworks that provide assistance and guidance to educators with respect to the formulation of new theories, analysis, critique and use of existing theories of teaching and learning, and the classifications of schools into appropriate categories such as mainstream, special or inclusive. Paradigms are also important since they provide a scope in relation to the processes of teaching and learning. They also help in explaining the respective roles of the teacher and the learner in the school within a given and known paradigm. Using a given paradigm, educators have the opportunity to develop new concepts, theories, techniques and models that identify and address the learning needs of communities and societies. When using an appropriate framework, it is easier to develop and apply newer and more effective educational systems that are relevant in multiple contexts. In this regard, the importance of philosophy is thought to be essential. Sefotho stresses that philosophy as it relates to education plays a motivating and encouraging role in the work of educational professionals. These professionals need to be kept hopeful about the efficacy of the curriculum in use in meeting social educational needs because they contribute to the sustainable development of their nations (Sefotho, 2018:21). The paradigm selected and applied plays a critical role in guiding the research process.

4.3.1 Positivism/post-positivism

Positivism, as a paradigm, is a position or approach that claims to be the best scientific method and the only way to establish truth and objective reality. Principal proponents of what we know today as positivism range from the classical Greeks (Aristotle 383–348 B.C.) to 16th and 18th centuries philosophers (Bacon 1561–1704) and Locke 1632–1704) (Chilisa, 2012:26). Furthermore, Chilisa stated that, in Aristotle's philosophical view, the world has its own objective laws and operates according fixed 'natural laws', and that the researcher's or philosopher's aim is to recognise these realities. Knowledge about the world entails using one's capabilities to observe and understand the 'posited' laws. Man's careful observation capabilities and reason can make such laws to be discovered, known and put to use. Positivism, therefore, claims and proposes that it is capable of providing explicit, objective and precise knowledge of the world. If applied as a more scientific and reliable method in the study of society and the human being, positivism claims that the progress of a complete social order can be achieved for the benefit of societies. Positivism is, therefore, elevated to be science-based, established on direct objective knowledge, and there is no subjective conjecture. Knowledge in positivism is thus "grounded firmly and exclusively in

something that is objectively posited; one does not arrive at it theoretically" (Al-Ababneh, 2020:79).

From an ontological perspective, positivists strongly believe and claim that reality is objective and measurable, existing independently of the knower. The scientific researcher must, therefore, recognise this fact from the outset in order to produce objective facts and real knowledge. In the positivist perspective, the tasks and roles of the researcher include selecting and using appropriate instruments in the processes of research to generate objective and quantifiable knowledge. Since a positivist perspective is more reliable, it was adopted in the collection of data on the roles of school principals in the implementation of quality education in secondary schools identified and selected in the Zone.

Furthermore, Al-Ababneh (2020:80) concluded that, by using the positivist method, useful facts and knowledge about the social world can be obtained objectively and reliably based on our systematic observations. The facts we see, hear and discern in the world outside are easily recordable and used in systematisation. In a more general view of positivism and its relevance to research, the French philosopher-sociologist, Auguste Comte (1856) postulated that the most advanced form of thinking is the scientific form. Accordingly, if the study of society and its complex processes are to be based on objectivity and reliability, the scientific method used in the natural sciences needs to be applied. The positivists argue that researchers can acquire objective, reliable and measurable knowledge through quantitative data collection, analysis and measurement (Punch & Oancea, 2014:16).

The middle of the twentieth century witnessed the emergence and influence of a new philosophical movement called critical realism (Chilisa 2012:27). This new movement brought about a significant shift from the older positivism to the newer system called post-positivism. According to the post-positivist discourse, there is an objective reality existing independent of our observations and thinking. This independently existing reality can be studied through the scientific method. While sharing the above views with the older positivists, post-positivists emphatically state that the researcher on such objectively existing reality cannot be an objective observer of the reality while he is in it. The observer or the researcher is an integral part of the world to be studied. He cannot be detached from and indifferent to the world and what goes on in it. Thus, it is almost impossible for the researcher to be totally objective and a disinterested outsider in social research.

It is also strongly held that the models and methods developed and used in the natural sciences cannot be used for all the various and complex social sciences (Muijs 2011:5). Chilisa (2012:27) stated that most of the research approaches and practices used in the social sciences today would fit better into the post-positivist category (Chilisa, 2012:27).

4.3.2 Interpretivist Paradigm

According to Al-Ababneh (2020:81), the interpretivist paradigm stresses that there is an indivisible association between the researcher and the research object. The identity of the researcher and the world he attempts to study are inseparable. This makes the interpretivists and the post-positivists similar in their premises about the world and the researcher. However, there are areas that make the interpretive approach a direct contrast to the positivist paradigm. Interpretivism in the first place is categorised and conceptualised as having relativist ontology with a subjectivist epistemology. Relativist ontology and subjectivist epistemology recognise that there are multiple and often differing meanings about any phenomenon among individuals. What constitutes knowledge is, therefore, the researcher's subjective 'construction' or understanding of the world. Everyone in the world has their own understanding and interpretations of the world. Abiodun, Obas and Tajudeen (2020:66) revealed that an interpretivist researcher believes that one needs to observe reality personally through direct experience of the individual engaged in finding meaning rather than from outside. Interpretivism, thus, gives greater importance to subjective experiences and interpretations of the individual researcher about a phenomenon. Knowledge is assumed to be relative and subjective. Interpretivism claims that all things cannot be quantified or objectively observed from the outside. Since individual perception (observation and construction of knowledge subjectively) is the focus of interpretivism, this paradigm does not claim that it can establish objective knowledge or absolute truth. Accordingly, all knowledge is subjective and relative in the interpretivist discourse and position.

According to Chilisa (2012:31), the interpretivist paradigm differs from the positivist assumptions about the nature of reality to be studied, sources of knowledge, and how knowledge is obtained, the tools used in gathering data, as well as the values these categories have in the research process and in the final outcome. Interpretivism holds that the social world or the world in which social scientists are interested and want to conduct research, is not directly and simply perceivable by the researcher. This is because it is constructed by every individual in various subjective and often

conflicting ways. What we are interested in and how we explain our subjective observations are often incomplete, limited and based on our private or subjective assumptions, emotions or feelings.

The main argument of interpretivism or constructivism is that the phenomena in which people are interested, the way they interrelate with what they think and how they form ideas about the world, and how their words or descriptions of the world are constructed by the individual differ significantly (Thomas, 2013:108). Thomas further stated that, according to the interpretive/constructive perspective, variables are considered artificial concepts, and they have little use in research as they fracture the social world into confusing categories called 'variables.' There is, therefore, no discussion of variables and their relevance in interpretivism/constructivism. There is no expectation that the researcher and his findings could be objective in any study or research (Thomas, 2013:108). In the context of this study, adopting an interpretivist epistemology involves looking at the challenges encountered by principals in implementing quality education in secondary schools of Gedeo Zone from the perspectives of different stakeholders within schools.

4.3.3 Pragmatism

The word pragmatism originates from Greek which means "work" and it is a philosophy that promotes what works best in all human endeavours. Accordingly, pragmatism stipulates that there is no single objective science or body of knowledge that works for and is acceptable to all. It centres on what is workable, relevant to the specific needs of an individual or a defined group. In pragmatism, what counts is the utility of a concept, approach, knowledge or object to a person now. Pragmatism, therefore, "encourages a person to seek out the processes and do the things that work best to help them achieve desirable ends" (Ozomon, 2012:113). Pragmatism often considers and examines all traditional ways of thinking and doing things, takes the most applicable ones, and when found to be of some utility, "seeks to incorporate them into everyday life". It always engages in searching for new ways of doing things in newer and better ways. This leads to the "generation of novel ideas to deal with the changing world in which people live" (Abiodun et al., 2020:67). On the other hand, Creswell and Plano Clark (2018:37) maintained that the mixed-methods writers adhere to pragmatism or "what works and is applied in practice" as a philosophy. Similarly, Creswell and Plano Clark in their earlier research, Creswell and Plano Clark (2011:41) stated that pragmatism lays emphasis on the outcomes of research, on the importance and validity of the questions asked and answered rather than the tools and multiple data collection methods used to

inform the problem under study. There is an increasing trend in the use of multiple paradigms, and this could be reinforced and encouraged by the growth of mixed-methods perspective in contemporary research. The mixed-methods research usually combines important elements of the positivist and interpretivist paradigms in a pragmatic manner to design research (Sefotho, 2018:26). Furthermore, pragmatism implies that pragmatic research comprises both subjective and objective elements at the same time, accepts the existence of one reality and that individuals have multiple interpretations of this reality (Morgan, 2007:72). In the context of this study, there are multiple realities from the perspectives of teachers and school leaders because of their different roles.

4.4 RESEARCH APPROACHES

According to Maree (2007:257), there are three generally accepted and recognised approaches to conducting research, namely quantitative, qualitative and mixed-methods research. This study followed mixed-methods research, which combines the findings of quantitative and the qualitative methodologies into one meaningful, mutually reinforcing methodology. Creswell and Plano Clark (2017:8) postulated that the merits of qualitative research emanate from intensively studying a small number of individuals and exploring their perspectives in sufficient depth. The quantitative method of research, on the other hand, takes into account a relatively larger number of respondents. The respondents' views on focused questions in the data-gathering tools are classified into some meaningful categories and tabulated to generate identifiable patterns that lead to preliminary findings.

Specifically, this research adopted the explanatory mixed-methods research approach that relies on combined findings of both qualitative and quantitative findings. Maree (2007:266) stated that the underlying rationale for using mixed-methods research is to use qualitative results for further elucidation of quantitative results. When properly presented, the findings of both qualitative and the quantitative research show similarity, which makes the mixed-methods findings reliable and complementary. Although there some areas of research where both qualitative and quantitative methods are relevant to the findings desired, using either quantitative or qualitative method exclusively and drawing conclusions would be inadequate to offer more reliable answers to research. The mixed-methods approach is preferred for yielding reliable, total, objective and reasonably fair findings from the study (McMillan & Schumacher, 2014:425). Furthermore,

qualitative and quantitative research methods taken separately reveal varied and incomplete pictures or perspectives of the reality, which indicates that each one of them has limitations of its own (Creswell & Plano Clark, 2017:8).

4.4.1 Quantitative Research

Quantitative research is basically all about collecting numerical data from a large number of respondents. Quantitative research uses closed-ended questions to which the respondents provide answers that help the researcher to identify details to a particular phenomenon. To make sense of quantitative research, the question of designing unambiguous and precise questions is vital. This makes the questions highly suited to being answered in quantitative data collection (Muijs, 2011:2). Quantitative research is primarily interested in the objectivity and numerical measurability of the phenomenon under research. Similarly, McMillan and Schumacher (2014:29) underscored the importance of objectivity in measuring and describing phenomena. Quantitative research maximises objectivity of research by using numbers, statistics, structure and control.

A lot of data can be collected quantitatively in a qualitative study. Researchers who are engaged in conducting such qualitative studies often perform their work by designing appropriate research instruments to convert their data about the phenomena. Attitudes or beliefs normally do not exist in any quantitative form. It is possible and correct to construct an appropriate questionnaire that requires respondents to rate or assign grades to statements in scales indicated (Muijs, 2011:2). It is generally recognised that quantitative research is also deductive in nature, which means that the research starts with "a specific research problem that is better understood with an extensive review of literature" (Terrel, 2016:69). The question then is: when can researchers use a quantitative method? With regard to an approach to research methods, the main issue is: What kind of questions can best be answered using quantitative as opposed to qualitative methods? (Muijs, 2011:6).

Furthermore, in conducting educational research, survey research is often portrayed as one that requires larger quantities of data collected from masses of respondents. This large data is then subjected to systematic and rigorous statistical analysis. It is generally accepted that large-scale surveys have their own advantages in terms of their size and what they set out to achieve. However, surveys in education can be small-scale and they are ideal for individual research projects.

A survey can be conducted in many ways. However, the design, distribution and collection of the questionnaire are indispensable for the collection of data. Similarly, for research to be valid, analysis and interpretation of data and technical instruments should be in place. Various types of survey questionnaires are: clipboard survey (a questionnaire completed in face-to-face discussions during a meeting or interview with the respondent); telephone survey (a questionnaire is read and completed over the telephone through the answers the individual gives); and a self-administered survey (a questionnaire distributed by hand, post, email or internet and completed by the respondent in his or her own time and sent back to the researcher) (Sharp, 2012:48). According to Creswell (2015:27-28), in quantitative research, investigators are required to do the following practical steps, which the researcher adopted in this study:

- Identify a theory that guides the development of research questions/hypotheses.
- Formulate questions and hypotheses in terms of variables or constructs and arrange them in terms of independent, covariate, mediating and dependent variables to specify their relationship.
- Select suitable research designs for the procedures of the study based on accepted designs, such as experiments, surveys, single subject, or correlational studies.
- Gather numeric data on closed-ended scales, such as instruments or behavioural checklists, or from existent reports and documents.
- Statistically analyse the numeric data by using procedures that yield tables or graphs reporting results such as descriptive analysis, inferential analyses, effect sizes, and confidence intervals.
- Report the research in reasonably standardised formats that require consistency between report and another. It must necessarily include an introduction, an overview of the literature, a description of the results, and the discussion.
- Ensure that the report is of high quality, and include issues such as generalizability, bias, validity, and reliability.

4.4.2 Qualitative Approach

It is good for the researchers to answer a set of key questions related to the choice of every method and/or source which they might use. It is useful to engage directly with questions about *how*, *why* and *on what basis* particular methods and sources might yield data that could help them to explore

some anomalies and address functions. If the research effort is to be meaningful, the researcher must avoid all forms of guesswork because spurious assumptions will impact the trustworthiness of the study (Mason, 2018:25). For example, a series of unstructured interviews or an analysis of some documentary sources could clearly reveal what the researcher wants to know. In the same vein, Terrel (2016:69) stated that the qualitative method is inductive in nature. In this regard, researchers develop a research instrument that is balanced and ethical with all parties and respect the opinions, views and participation of others. Qualitative researchers begin with a broad area of interest or activity and work within the research space to interpret, create or construct meanings. Using qualitative research methods enabled the researcher to gain an in-depth picture of the school leaders and teachers' perceptions and experiences of schools and the aspects that promote the implementation of quality education.

4.4.3 Mixed-Methods Research

As stated elsewhere in this research, a central belief of the mixed-methods research is that when an investigator appropriately combines statistical trends (quantitative data) with stories and personal experiences (qualitative data), there is a real possibility that this combined strength will provide a better understanding of the research problem than using either form of data taken alone (Creswell & Plano Clark, 2018:13).

Furthermore, Creswell (2012:535) suggested that mixed-methods research is a better option to if the researcher seeks to build on the strengths of both quantitative and qualitative data. In this technique, the researcher might be able to gather quantitative and qualitative data consecutively in two phases. They could use appropriate data collection tools or instruments designed separately for each strand. In this method, one form of data collection and the preliminary findings inform the other (Creswell & Plano Clark, 2018:77). Terrel (2016:198) similarly maintained that in order to conduct a good mixed-methods study and arrive at a reasonably objective finding, it is imperative that the researcher must be profoundly familiar with the components of both qualitative and quantitative research methods. In addition to the both tools, the same philosophical underpinnings still apply and the paradigm the researcher chooses would be based on their axiological, ontological and epistemological perspectives.

4.4.3.1 Rationale for mixed-methods

Authorities generally recommend that it is appropriate to use mixed-methods for better results in research. The exclusive use of either quantitative or qualitative research in isolation is quite insufficient to properly investigate a given problem. Each research approach has its own intrinsic weaknesses and strengths (Creswell, 2015:36). A combination of the strengths of the two methodologies (quantitative and qualitative) provides a good rationale for using mixed-methods. Accordingly, quantitative research on its part provides an opportunity for sound generalisations and is quite precise while qualitative research offers a, broader, in-depth understanding of participants' perspectives and interpretation (Creswell & Plano Clark, 2018:23).

4.4.3.2 Complementarities in mixed-methods research

Once it is recognised that both sets of methods have strengths and weaknesses, it becomes easy to understand the logic of this principle. Quantitatively oriented research has the strengths of identifying and conceptualising the variables in a research setting, profiling the dimensions, tracing trends and locating relationships, formalising comparisons and using large and often representative samples (Creswell & Plano Clark, 2018:13). On the other hand, qualitatively oriented research has the strengths of sensitivity to meaning and to context, local-groundedness, an in-depth study of smaller samples, and greater methodological flexibility. This enhances the capability of the researcher to study processes and changes in various ways (Punch & Oancea, 2014:339). Such considerations eventually lead the conclusion that qualitative and quantitative data can safely be combined in a research project, and it is also possible to infer that the methods best suited for dealing with each type of data have a balancing effect with regard to advantages and constraints. Blending these methods, therefore, offers the possibility of combining their strengths and making up for their respective weaknesses or limitations (Punch & Oancea, 2014:340). In this study, the researcher investigated the problem qualitatively using a case study design to gain deeper understanding of the lived experiences of participants. These included senior teachers, department heads and unit leaders who provided rich descriptions about the problem of poor education quality in secondary schools of Gedeo Zone. The problem was also investigated qualitatively to probe the role of major stakeholders in the implementation of quality education.

4.4.3.3 Basic mixed-methods designs

Mixed-methods research designs are often divided into the following categories: convergent, explanatory sequential design and exploratory sequential design.

4.4.3.3.1 Convergent design

The convergent parallel design compares and combines the findings of both quantitative and qualitative data analyses. This usually takes place when the researcher adopts concurrent processes. He will continue to apply both the quantitative and qualitative strands throughout the phases of the research processes, giving equal priority to the methods, and keeping the strands independent and parallel during analysis. Comparing and mixing the results naturally takes place during the overall interpretation at the end (Creswell, 2015:35; Creswell & Plano Clark, 2018:68). Furthermore, Creswell (2015:36) asserted that quantitative findings indicate general trends and correlations which are often needed in research. Qualitative results provide in-depth personal perspectives of individuals on the research problem at hand. A combination of these two methods and findings leads not only to more data, but also to a more complete understanding of the phenomenon than what would be provided by each database when observed separately or alone.

The convergent research design involves separate collection and analysis of both quantitative and qualitative data. The purpose of adopting this design is to systematically combine the findings of both to enable one to have a better and realistic result (Creswell, 2015: 36). The procedures for using this design are straightforward as outlined below.

- Start with collecting and analysing quantitative and qualitative data separately, but at the same time.
- Merge or bring together the two databases.
- After the results have been merged, examine the extent to which the quantitative results are confirmed by the qualitative results or vice versa. If they differ, then explain why these differences occurred (Creswell & Plano Clark, 2018:70).

4.4.3.3.2 The explanatory sequential design

In a sequential explanatory design, the quantitative and qualitative data collection activities are undertaken in two separate phases, with the primary emphasis on quantitative data. This design

differs from the convergent method in that the sequential design, as the name clearly indicates, sequences activities. Accordingly, quantitative data are collected and analysed in the first stage, which is followed by qualitative data collection and analysis (McMillan & Schumacher, 2014:431). In the explanatory sequential design, the qualitative data and findings are expected to reveal relevant details of the quantitative outcome or to provide additional details to the quantitative findings.

4.4.3.3.3 Exploratory sequential design

An exploratory sequential design (also named exploratory design) also uses sequential timing. In terms of timing, it is similar to explanatory sequential design, but difference is in the priority given to data type. In contrast to the explanatory design, the exploratory design starts with and sets the priority of the collection and analysis of qualitative data. Building on the exploratory findings, the researcher then embarks on conducting a second quantitative phase to test or generalise the initial findings that were obtained from the earlier qualitative survey (Creswell, 2015:39; Creswell & Plano Clark, 2018:84). An exploratory sequential design undertakes the investigation of the problem in depth through qualitative data collection and analysis. It then develops appropriate instruments for intervention and follows up the task with a third quantitative phase to further verify the findings (Creswell, 2015:39).

In order to make the research reliable and useful, the researcher who chooses an exploratory sequential research design has to follow the steps listed below:

- Collect and analyse qualitative data.
- Examine the results from the qualitative analysis (themes) and use the information to design a quantitative component, such as new measures, new instruments, or new intervention activities.
- Use the new quantitative component and test the findings of the qualitative research. The new measure will be put into an existing quantitative database. It may mean that the new instrument needs to be tested for the validity and reliability of its scores.
- Report how the new component (measures, instruments or activities) improves on the existing set of variables, provides a new and better contextualised instrument, or adds helpful activities into the intervention so that it enhances its workability (Creswell, 2015:40).

4.4.3.4 The explanatory sequential design

The aim of the explanatory sequential design (or explanatory) is to study a problem by beginning with a quantitative strand to collect and analyse data. This is then followed by conducting qualitative research for explaining the quantitative findings of the first strand (Creswell & Plano Clark, 2018:77). Qualitative findings normally yield data for statistical significance, confidence intervals, and size effect, and indicate the outcomes of a study. However, when we obtain such results, we often do not know the process that was followed to generate them. Therefore, we engage in a qualitative phase to help explain the quantitative research results (Creswell & Plano Clark, 2018:77).

In an explanatory sequential design, researchers take the following steps:

- Collect and analyse quantitative data in the first phase.
- Examine the results of the quantitative data analysis to determine what results will need further exploration in the second qualitative phase and what questions to ask participants in this qualitative phase.
- Conduct qualitative data collection and analysis in a second phase to help explain quantitative results.
- Draw inferences about how the qualitative results help to explain the quantitative results (Creswell, 2015:38).

The strength of this design lies in the fact that the two phases of the research build upon each other and the distinction too is easily recognised at the stages of executing the design. This makes the design quite popular with novice mixed-methods researchers and graduate students (Creswell, 2015:38). It is also popular among researchers who have a quantitative background because the study begins with a quantitative phase, which can be challenging. However, because it takes time to implement two distinct phases in a sequence, it is challenging to determine which quantitative results need further explanation.

4.4.3.5 Strategies for associating data analysis and interpretation in explanatory design

In a sequential approach, an analysis of the first set of data is compared with and correlated to data compiled in the second research process. In addition, as the second set of data is dependent on the

findings of the first phase, researchers should also consider how the analysis of the second data set can be built on what was learned in the first phase (Creswell & Plano Clark, 2018:234). In this study, the researcher gathered data in two separate phases, starting with the collection and analysis of quantitative data. After the analysis of the quantitative statistical data, qualitative data were collected and analysed to reinforce the validity of the research (Maree, 2007:266).

When data are compared and correlated across the research phases or projects, the mixed-methods researcher must have the tools in hand to determine how to interpret the findings. This interpretation is often called "drawing conclusions" or "drawing inferences" for an explanatory design, while the meta-inferences relate to whether the follow-up qualitative data provide a better understanding of the problem than the quantitative results (Creswell & Plano Clark, 2018:234).

In a sequential design, data analysis of the initial quantitative phase connects to data collection of the follow-up qualitative phase. In this regard, the intent of integration in an explanatory sequential design is to connect the quantitative and qualitative phases of the study so that the follow-up qualitative research phase provides a strong explanation of specific results from the initial quantitative phase. This step involves examining the quantitative results closely so that one can isolate the findings that may be contrary to expectations: surprising, perplexing or even unusual. Afterwards, qualitative data should be collected to explore specific findings in more depth (Creswell & Plano Clark, 2018:234). At the interpretation stage in this design, the analysis is used to address the mixed-methods question about whether and how the qualitative data help to explain the quantitative results.

Table 4.1: Explanatory mixed-methods design procedures

No	Phase	Procedures	Product
1	Quantitative Data Collection	Face-to-face survey (N=289)	Numeric data
2	Quantitative data analysis	Data screening, descriptive statistics, using SPSS Software v.27	Numeric indexes, frequencies
3	Connecting quantiaive and qualitative phase	Purposeful selection of participants. Developing interview questions.	Cases (N=6), interview protocol
4	Qualitative data Collection	Individual in-depth interviews	Text data (organise, categorise in patterns and relationship)
5	Qualitative data analysis	Thematic analysis	Codes and themes, similar and different themes analysis and categories

No	Phase	Procedures	Product
6	Integration of quantitative and qualitative results	Interpretation and explanation of the quantitative results based on qualitative findings.	Discussion, implication, and prospects for research

Source: (Maree, 2007)

4.5 POPULATION AND SAMPLING

The groups of respondents selected for this study were principals, heads of department and teachers in Gedeo Zone high schools. The selection of sample schools and the target population was based on the 2019/2020 educational statistics of the Zone. In gathering relevant data, both random and purposive sampling methods were used. According to Cohen, Manion and Morrison (2018:215), with random sampling, every member of the population has the same probability or possibility of being included. In addition, a simple random sample is often thought to be preferable and more appropriate for generalising the findings to the population from which it was drawn. And principals, head of departments and unit leaders were selected in purposive sampling.

4.5.1 Sample Size and Participant Selection

The process of deciding who to approach and ensuring the study's external validity must be carefully considered and established from the outset. The degree to which the results are applicable to the general population therefore requires the researcher to ascertain that the sample selected reliably reflects the population (Aidley, 2019:79). Similarly, McMillan and Schumacher (2014:143) argued that in some significant degrees, the target population is often quite different from the list of elements from which the sample is selected. This is generally termed the survey population or sampling frame. In mixed-methods studies, it is mandatory that the researcher should take an appropriate sampling design and sample size into serious consideration for both the qualitative and quantitative phases of the study. Since multiple sources of data are collected, the mixed-methods researcher needs to be familiar with various qualitative and quantitative sampling techniques and procedures.

Creswell and Plano Clark (2018:190) claimed that in an explanatory sequential design, random sampling proceeds from the quantitative strand and the purposeful sampling on the qualitative strand. If the aim of the design is for the qualitative data to expand on the quantitative results, this approach is mandatory. In such a scenario, the individuals in a qualitative sample should be

purposefully selected from the pool of participants already selected for the quantitative sample. In this sense, the qualitative sample is a subset of quantitative sample since qualitative data collection consists of obtaining information from fewer participants (Creswell & Plano Clark, 2018:190).

In this research, maximum variation purposive sampling technique was employed in selecting participants. As Terrel (2016:75) stated, in purposive sampling, a sample is selected on purpose because the members of the sample are expected to represent the population and meet specific and identifiable criteria. This type of sampling is used in most qualitative studies because it allows the researcher to identify small and yet representative, specific groups to work with.

Maximum variation purposive sampling was used to select 12 government secondary schools located in Gedeo Zone. Maximum variation sampling is also called diverse variations between urban and rural, large and small schools and identifies important common patterns (Punch & Oancea, 2014:211). Since the researcher was interested in identifying and investigating the challenges encountered by principals in implementing quality education in secondary schools of the zone, this method was found to be appropriate for selecting the 12 government secondary schools.

4.5.1.1 Selection of the quantitative method participants

The quantitative study sample consisted of a total of 289 individuals, of which 22 were principals, 101 heads of department, and 166 teachers. Multi-stage sampling techniques were employed in the selection of these individuals who constituted the samples. As its name indicates, multi-stage sampling involves first selecting departments and then selecting individuals from those departments (Gall et al., 2007:173). At the second stage, the heads of departments and teachers were selected from each department using simple random sampling.

4.5.1.2 Selection of the qualitative method participants

The samples for qualitative research were six principals who were purposively selected for the interview sessions conducted individually. The selection was based on their strategic roles, experiences and active and decisive engagement in school management. Creswell and Plano Clark (2018:190) recommended that participants of qualitative data should come from a much smaller sample than the larger sample used for the initial quantitative data collection.

4.5.1.3 Generalisability

In research, a sample taken out of a given population is often used to study the characteristics of the population rather than measure the whole population itself. The sample is believed to have most, if not all the characteristics of the population. However, strictly speaking, the results from a quantitative study relate only to that sample. Typically, researchers often generalise their findings obtained from the sample to the population (Muljs, 2011:65). Similarly, Johnson and Christensen (2017:252) explained that after the determination of a sample, generalisation occurs when an inference is made about the population based on empirical data collected from the sample.

In this study, participants were principals, deputy principals, heads of departments and teachers from secondary schools in Gedeo Zone. They were purposefully chosen because they were directly involved in leadership, administration, teaching and implementation of quality education. There were 25 secondary schools in the zone employing about 1 150 academic staff (including both the principals and teachers). The Raosoft sample calculator indicates that sample sizes for various populations need to be fair representatives in order to give at least a 95% confidence level. The results of the sample study should be applied, in general, for the universe with a reasonable level of confidence (Kothari,2004:58). It also stipulates that increasing the sample size should lead to a 5% or less margin of error. The selection of sample schools and target population for the research was based on the 2019/2020 educational statistics of Gedeo Zone.

Table 4.2: Respondents by sample size

Category	Population	Researcher's sample size (based on Raosoft computer recommendations)
School leaders (principals, school leaders)	413	123
Teachers	737	166
Total	1150	289

4.6 INSTRUMENTATION AND DATA COLLECTION TECHNIQUE

4.6.1 Quantitative Data Collection Technique

Face-to-face administration of questionnaires was deemed the most desirable approach because it ensured a higher return rate. This was achieved by administering the questionnaires prepared for the purpose. The distribution was made during the visits to the selected secondary schools. The face-to-face administration and a combination of other approaches like follow-up queries yielded

a higher return than using only mail delivery (Cohen et al., 2018:502). In the same way, Aidley (2019:62) noted that questionnaires are particularly well-suited for eliciting responses from a large number of people in a relatively short period of time, provided that the questions are clear, short and not ambiguous and too complex. Moreover, the Likert scale was used for measuring attitudes.

A Likert scale indicates the respondent's level of agreement with the graded/scaled statements in the questionnaire relating to their attitudes, beliefs or characteristics (Cohen et al., 2018:480). In the same vein, to apply the analogy of data gathering instruments as tools, the questionnaire is versatile as it is used in various kinds of research designs. Questionnaires may be read out by interviewers (either face-to-face or by telephone) or sent to respondents by post, email or online to complete them on their own and at their own time (Aidley, 2019:62; Cohen et al., 2018:501). Furthermore, Johnson and Christensen (2017:192) advised that when constructing questionnaires, researchers should observe the following basic considerations:

- Keep everything short.
- Be clear about what you are asking.
- Be precise.
- Collect all necessary details.
- Be aware of prestige bias.

This study used the Likert scale questions consisting of a five- or seven-point scale, with answers ranging from "strongly agree," to "strongly disagree", with agree, neither agree nor disagree, and disagree placed on the scale in increasing or decreasing order. However, to remove a tendency where some people do an over-choice and to keep the respondents' attention on certain questions, it must be short, precise and attractive, the middle options are often removed and the instrument is reduced to a reasonable five-point value scale (Cohen et al., 2018:480). In this study, appropriate questionnaires were designed and administered to different respondent groups respectively (Appendix E and F). These were mostly answered by the respondents at their own discretion. The questionnaire included Likert-type questions on a 5-point frequency scale with descriptors ranging from 1 (strongly disagree) to 5 (strongly agree) and/or 1 (very low) to 5 (very high). Johnson and Christensen (2017:191) described a questionnaire as a printed paper containing statements or

questions that are used to get the subject's perceptions, attitudes, viewpoints, principles, perspectives and other similar variables.

McMillan and Schumacher (2014:211) further asserted that a questionnaire has the merit of being comparatively inexpensive, partly because the questions are identical for all the respondents. Without the requirements for revealing their identities, the questionnaire bolsters the confidentiality of the information provided by respondents. Similarly, McMillan (2012:154) noted that questionnaires are used widely because they offer an efficient way of obtaining needed information regarding a broad range of research problems. They can reliably help one to assess diverse kinds of traits and take variety of formats.

4.6.2 Qualitative Data Collection Technique

Face-to-face semi-structured interviews were employed in this study. The merits of face-to-face interviews include the fact that the researcher could see and observe the world through the eyes of participants. If used skilfully and appropriately, semi-structured interviews can help to generate valuable information for the researcher (Maree, 2007:87). Despite this, interviews as data gathering tools have certain limitations, notably they are often time-consuming, are highly subjective, and there is always a danger of bias. Additionally, some respondents do not like interviews because of personal predispositions. Nonetheless, in most cases, an interview can generate rich material and add more substance to the questions asked (Bell & Waters, 2014:178). If well planned and properly implemented, observation of the social cues of the interviewees can enhance the quality of the interviews.

Following identification of participant groups for the interviews, the work of developing and testing the interview questions was undertaken. This was done after obtaining the ethics approval to embark on carrying out the research. The following steps and procedures were adopted in the actual collection of data:

- Scheduling the dates for the interviews with the interviewees;
- Arriving early at the venues, introducing oneself and selecting a suitable enabling environment and establishing cordial relationships with each of the interviewees;
- Re-assuring the interviewees of confidentiality and seeking their permission and approval to use recording devices;

- Asking standardised questions from the interview guide using probes and prompts to achieve clear and in-depth responses; and

- Recording responses with a recording device (Adams, 2015:500; Leech, 2002:665).

Cohen et al. (2018:480) recommended that, if permission is granted by each respondent, interviewers should use a small digital recorder to avoid any form of distraction. This would allow the interviewer to be more actively engaged in the conversation and think of the sequence of next questions that clarify or expand on responses given. When recording devices are used, instead of just concentrating on writing down answers, the interviewer can also keep the interviewee committed to answering the questions properly. Good gestures and facial expressions that show the interviewers that the researcher is interested in what is being said are also important features of fruitful interviews. The researcher fully implemented these suggestions in the interview process.

4.7 DATA MANAGEMENT AND ANALYSIS

Data analysis included both qualitative and quantitative data collected using appropriate tools. Since it is handy and very useful in the processes of coding, ordering, structuring, retrieving and visualising the data gathered, SPSS software was widely used in processing quantitative information generated from the questionnaires. Johnson and Christensen (2017:570) and Cohen et al. (2018:480) stressed the importance of completing the processes of transcription of qualitative research data and audio recordings of interviews into typed hard copy texts. This step is essential for getting properly organised. Secondly, one needs to divide the data into meaningful categories (segmenting). Finally, there must be the process of marking the segments of data (hard copy text data) with symbols, descriptive words, category names, and captions or headings that distinguish one segment from another. Accordingly, data were generated from in-depth interviews with principals (Mazani, 2015:204). As indicated earlier, this study followed a mixed-methods approach using sequential explanatory research design, questionnaires and in-depth interviews to generate the necessary data for the study.

Quantitative data were analysed through expressive indicators such as frequencies and percentiles. Tables were used to present quantitative data followed by analysis and interpretation. Percentages and frequency counts were used in the analysis of characteristics of the study population. In this respect, the statistical tools helped to determine characteristics such as sex, age, educational level

(qualification), knowledge of work, and marital status of the respondents in each group. On the other hand, the in-depth interviews were analysed by means of descriptions and narration of the phenomena. As McMillan and Schumacher (2014:395) emphasised, qualitative data analysis is an inductive process of organising data into categories and identifying patterns and underlying meanings related to the phenomenon.

4.7.1 Quantitative Data Analysis

Data obtained from the questionnaires were subjected to systematic in-depth analysis applying descriptive statistics. Specifically, such measures as frequencies, percentages, means and standard deviation (SD) were used in answering the key questions of the interviews and questionnaires. T-tests were also applied to verify whether there were significant mean differences between beliefs of the school leaders and teachers in secondary schools selected for the study in the process of implementing quality education. T-tests normally help in revealing the size of differences in means (between the samples mean and the population mean). T-tests are also useful tools in evaluating how the means relate to and compare with the variance within the sample itself (Aidley, 2019:220). SPSS version 27 was applied in analysing quantitative data.

4.7.1.1 Reliability and validity of research

Punch and Oancea (2014:296) stressed that reliability is a central concept that measures the levels of consistency in the whole research process. Accordingly, reliability was verified through the selection and consistent use of relevant data gathering instruments, and appropriate scoring and analysis of the data. Similarly, McMillan (2012:137) noted that there is a direct relationship between reliability and occurrence of mistakes in the scores. "If a measure has high reliability, there is comparatively little mistake in scores, and if there is low reliability, there is a higher possibility of making many mistakes" (McMillan, 2012:137). Punch and Oancea (2014:298) commented that when people step on the scales to measure their weights, they get an actual (observed) measurement. However, they cautioned that anybody's observed measurement may not be perfectly accurate. It is generally accepted that the size of the error directly varies with the accuracy of measurement. Therefore, smaller the error, the more accurate the measurement and the larger the error, the less accurate the measurement. Creswell and Plano Clark (2018:255) also concluded that researchers must incorporate logical data analysis for both quantitative and

qualitative strands of the study. Validity as a key element in mixed-methods research includes adopting the right strategies that avoid potential threats and hindrances to drawing correct inferences and accurate assessments from the integrated data (Creswell & Plano Clark, 2018:251).

4.7.1.2 Cronbach's alpha

Cronbach's 'coefficient alpha' or just 'alpha' is used to determine the agreement of answers on questions that are intended to ferret out a specific trait (McMillan & Schumacher, 2014:198). The 'alpha' is used when answers are made on a scale of the same kind rather than answers that are statements as 'right' or 'wrong'. Since most surveys and questionnaires include these types of items in their questionnaires, alpha is the most common type of reliability tool reported in educational research. Alpha coefficients should therefore "be reported for every total and for each subscale score that is used as a variable" (McMillan & Schumacher, 2014:198). In the same vein, Aidley (2019:90) postulated that "the degree to which different instruments measure the same thing can be expressed by Cronbach's alpha, which serves as a coefficient of consistency, and therefore, allows scale reliability testing". Cronbach's alpha is often expressed as a value that ranges between 000 and 1.000 where higher values between 000 and 1.000 mean all items have identical values.

4.7.2 Qualitative Data Analysis

Qualitative data analysis is primarily an inductive process where the researcher groups data into meaningful categories and observes patterns and relationships among the categories (McMillan & Schumacher, 2014:395). In this study, qualitative data were analysed using thematic analysis of the interview transcripts. In this regard, McMillan and Schumacher (2014:399) and Creswell and Plano Clark (2011:208) share a broad common view that qualitative data analysis involves coding data, dividing the text into little units (phrases, sentences or paragraphs), assigning a label to each unit, and then grouping the codes into identifiable themes. Coding is the process of grouping evidence and labelling ideas so that they can reflect the broader perspectives. In the same vein, Johnson and Christensen (2017:571) posited that categories are "the basic building blocks of qualitative data analysis because qualitative researchers make sense of their data by identifying and studying the categories that appear in the data".

In this study, an inductive and thematic method of analysis was adopted. This required the steps of developing the initial codes and creating code categories extracted from the research questions themselves. Accordingly, the following steps were followed:

- Reading the interview transcripts and modifying the initial codes, when and where necessary.
- Coding the qualitative data.
- Collecting and interpreting the codes.
- Presenting data in a qualitative format (Creswell & Plano Clark, 2011:208).

4.7.2.1 Steps in qualitative data analysis

McMillan and Schumacher (2014:397) identified the following steps involved in qualitative data analysis:

- Data organisation is an essential early step in analysis, and it involves meaningfully organising large amounts of data to facilitate the coding work.
- Data transcriptions consist of three kinds in qualitative studies, namely the written notes taken during observation and interview sessions, audio-recorded interviews, and visual images. Transcription is the process of taking written notes and other information and converting them into a format that simplifies analysis for field and interview notes. To this end, it is better to make brief summaries that can be expanded immediately after the observation or the interview session.
- Data coding begins by identifying small pieces of data that stand alone. These data parts, called segments, divide the whole data set into meaningful units. A data segment is, therefore, a text that is comprehensible by itself and contains one idea, episode, or pieces of relevant information.
- Describing data.
- Forming categories.

Categories or themes are meaningfully classified entities that include codes grouped together based on their identities and similarities. These categories are meant to represent major concepts that describe the meanings of similar coded data. Codes that have similar meanings are brought together to form a category, which is then labelled accordingly to capture the essence of the codes.

Under normal circumstances, qualitative studies could be grouped in categories that range between four and eight (Cohen et al., 2018:671). Those categories which are more or less of a similar nature, and represent the main ideas are given codes and labelled "major" or "primary." Others may be put under "minor", "expected", or "outlier" categories, often depending on the type of information they provide.

The identification and classification of observable patterns in the studied phenomena are the goals of qualitative research. Qualitative research, therefore, seeks to make relevant statements about relationships among categories found in the data. A pattern usually indicates real relationships existing among the categories in the data.

4.8 STRATEGIES FOR ENSURING TRUSTWORTHINESS

As a critical standard for any research work to be truly valid and useful, it is essential that there must be trustworthiness in the whole range of the research activities. To make sure that the trustworthiness of this study meets the required academic standard, the following strategies were adopted: triangulation, member checks and investigator characteristics.

4.8.1 Triangulation

In research, the term triangulation is used to indicate that viewing a phenomenon only from one perspective may not reliable. It is necessary to see an object or phenomenon from several angles or points. Such measures normally increase the reality and reliability of data gathered (Thomas, 2013:146). Accordingly, triangulation certainly may help to enhance "cross validation among data sources, data collection strategies, time periods, and theoretical schemes" (Cohen et al., 2018:671). To identify and observe regularities in data, the researcher can easily compare different sources of data, situations and methods to see whether the same pattern keeps recurring in the varied angles or points of observation. In this regard, the researcher used various research methods to gather data, notably semi-structured in-depth interviews for school principals and questionnaires for teachers and school leaders. To reduce researcher bias, the researcher visited the research site well in advance to gain the participants' trust and conducted himself in a decent and responsible manner. This is vital because researchers are expected to be transparent about their values and belief systems that may affect the validity of the research. According to some interpretive researchers, there are strong claims for triangulation to be highly regarded. They argue that a piece of

interpretive research has value and completeness in itself. They argue for data corroboration for validity. There is, therefore, a compelling reason for "alternative kinds of evidence, each corroborating the other, which is the essence of triangulation" (Cohen et al., 2018:671).

4.8.2 Researcher Characteristics

In the qualitative approach of data gathering, the study is conducted from 'the inside perspective' which requires direct and active involvement, collaborative engagement and positive interaction with the research participants. The qualitative researcher in this case is considered as his own data collection tool (Terrel, 2016:147). The inquirer's socialising relationship with the participants necessarily calls for a clear description of his or her role and status within the group or at the site of the study. Researchers often express their personal or professional experiences. This is useful in helping them establish the needed empathy with the participants of the research. Researchers will, therefore, be capable of recognising "more readily the observed processes and subtle participant meanings than those who lack such experiences" (McMillan & Schumacher, 2014:359). Some research methods often require the use of additional resources or tools, and there is an ultimate need for the qualitative researcher "to immerse [himself] directly into the study and collect the data [he] needs" (Terrel, 2016:147).

4.8.3 Member Checking

For researchers who may establish a relatively long-term field presence in the community where the participants reside or work, there are possibilities for confirming the observations and participants' cues and meanings with individuals during casual conversations and discussions of related issues in informal settings. Member checking can also be done within an interview as topics are rephrased and probing queries are explained "to obtain more complete and subtle meanings" (Creswell & Plano Clark, 2018:181).

4.9 ETHICAL CONSIDERATIONS

Since this research deals with human participants with their own views and opinions, the researcher fully acknowledges that all human beings have some basic rights that should always be respected, including their right to privacy in all forms, or even their right of refusal to participate in the research (Sefotho, 2018:141). Betram et al. (2014:66) also have similar dispositions on the

obligation of the investigator. Accordingly, the researcher committed himself to fully respecting the independence and freedom of decisions of the individual and the entire group participating in the study. To this end, the researcher solicited and obtained the express consent of each person who took part in the study. It is axiomatic that individuals do not live and operate in a vacuum; they constantly interact with each other within a given society which is governed by some established rules and regulations deeply rooted in and valued by all members of the society.

The scientific or research 'community' operates as a relatively distinct and autonomous sector of society. Despite this accepted fact, members of such a community or individual researchers need to recognise their accountability to the public at large. It is a duty one should always perform in research that there is no secrecy to be kept in their research. They should, therefore, commit themselves to duly disseminate their research findings freely and openly with the express knowledge and permission of the participants. Their honesty regarding their aims in conducting research, their qualifications and capabilities must take the pivotal place (Sefotho, 2018:142). Creswell and Plano Clark (2018:181) similarly hold the view that the researcher should oblige himself to appropriately inform and advise participants as to whether his study would result in any form of physical, emotional, and social or other harm to any person.

Sefotho (2018:142) outlined the following key principles that are believed to guide ethical conduct of the investigator in the research:

- Professionalism and honesty.
- Respect for individual autonomy, and the right of competent individuals to make decisions regarding their lives based on the availability of information.
- Benevolence – protection from harm and ensuring wellbeing.
- Voluntary participation.
- Right to withdraw from research at any time without adverse consequences.
- Issues of captive audience and power relations.
- Use of incentives.
- Confidentiality/Anonymity.
- Protection of children and vulnerable individuals, as well as individuals with reduced autonomy.

- Avoiding a conflict of interest.

Such a useful guide aims at finding the best courses of actions for the researcher to follow. This means choosing the option that is most likely to result in the greatest good for all concerned. Lastly, the principles prompt one to engage in scrutiny of one's own and others' ways of being and thinking. Researchers who do their jobs according to ethical and moral guidelines must seek to promote "those dispositions or traits that embody moral excellence, or virtue, through their actions" (Punch & Oancea, 2014:60). In the same vein, Aidley (2019:39) and Cohen et al. (2018:650) stipulated that those who claim to be ethical researchers should always consider any form or piece of information provided to them as confidential. Under no circumstances should there be any form of breach or compromise of that confidentiality. In this regard, Bell and Waters (2014:56) identified the following conditions and assurances that should be disclosed to participants in research:

- All participants will be offered the opportunity to remain anonymous.
- All information will be treated with the strictest confidentiality.
- Interviewees will have the opportunity to verify statements when the research is in a draft form.
- Participants will receive a copy of the final report.
- The research is to be assessed by the University for Examination Purposes only but, should the question of publication arise at a later date, permission will be sought from the participants.
- The research will attempt to explore educational management in practice. It is hoped the final report will be of benefit to the schools and to those who take part.

4.10 CHAPTER SUMMARY

This chapter presented the key areas of the research activity that included, among others, the research paradigms adopted and related methodologies, the relevant research designs chosen, the tools and methods of data collection and analysis, and ethical considerations that guided the conduct of this study. The chapter also focused on sequential explanatory mixed-methods of study designed to explore the relationships between the challenges of principals and effective implementation of quality education. The quantitative aspect was based on the results of a survey that measured the challenges of secondary school principals in implementing quality education. Principals, heads of departments, and senior teachers responded to two types of questionnaires

developed for each group. The qualitative component of the design included semi-structured interviews. The information from the interviews was used in the second phase to explain quantitative results from the first phase. The next chapter focuses on data presentation, analysis and discussion.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

This chapter presents the analysis of quantitative data from the quantitative phase of the explanatory sequential mixed-methods research design described in Chapter 4 as well as the qualitative data generated through interviews. The purpose of conducting a mixed-methods study was to assess the challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. The main research question that this study sought to answer is framed as follows: What challenges do principals face in implementing quality education in secondary schools of Gedeo Zone (cf. 1.4)?

The study began with a survey instrument that included demographic information and questions about the principals' challenges in implementing quality education. Secondly, to seek greater depth than that provided by the survey responses, school principals were interviewed using an interview schedule derived from the research questions (cf. 1.4.2), which yielded qualitative data. Qualitative data also provided more insights into answering the "how" and "why" aspects of the other research questions than the quantitative data alone could provide. The first part of this chapter is arranged around the research questions. The second part presents the qualitative data from the principals' interviews that supported the survey data. The last part contains the researcher's summary of data.

5.2 RESPONSE RATES

Table 5.1: Participants' response rate

Sample	Sample size	Responses	% Response rate
Principals	6	5	83
Teachers	166	157	92
School leaders	123	123	100

5.3 ANALYSIS OF QUANTITATIVE DATA

To analyse quantitative data and answer the research questions, a variety of statistical analyses were conducted in descriptive statistics using SPSS version 27.0. The quantitative data were first

prepared through the screening and cleaning process (Check & Schutt, 2012:279) in order to ensure accurate analysis. The survey data were analysed by means of descriptive statistics. Altogether, 280 completed questionnaires were collected from 157 teachers and 123 school leader respondents respectively.

5.3.1 Demographics of Teachers and School Leaders

Table 5.2: Teachers and school leaders by age

| Age | Teachers | | School leaders | | Cumulative | | | |
| | | | | | Teachers | | School leaders | |
	F	%	F	%	F	%	F	%
25 years and below	13	8.3	17	13.8	13	8.3	17	13.8
26–35 years	75	47.8	57	46.3	88	56.1	74	60.1
36–45 years	31	19.7	26	21.1	119	75.8	100	81.2
46–55 years	30	19.1	17	13.8	149	94.9	117	95
56 years and above	8	5.1	6	4.9	157	100	123	99.9
Total	157	100	123	100				

Descriptive statistics representing the variable for age of the survey respondents show that of the 280 survey of teachers (157) and school leaders (123), the majority (47.8% and 46.3% respectively), were in the 26-35 age group. The next highest percent was for the age category 36-45 years (19.7%) for teachers and 21.1% for school leaders respectively. The cumulative percent after combining three age categories (below 25 years, 26–35 and 36–45) was 75.8% for teachers and 81.2% for school leaders respectively. This demographic data is relevant as the cumulative percentage of teachers and school leaders between ages 25 and 45 is 75.8% and 81.2% respectively, depicting an active age range that can implement quality education effectively.

Table 5.3: Teachers and school leaders by gender, qualification, field of study, and work experience

	Response	Teachers		School leaders	
		F	%	F	%
Gender	Male	131	83.4	97	78.9
	Female	26	17	26	21.1
	Total	157	100	123	100
Qualification	Diploma	6	3.8	5	4.1
	Bachelor's degree	130	82.8	97	78.9
	Master's degree	21	13.1	21	17.1
	Total	157	100	123	100
Field of the study	Educational leadership/ Educational planning and management	5	3.1	21	17.1
	One of the subjects taught at school	152	96.8	102	82.9
	Total	157	100	123	100
Service year	5 years and below	21	13.4	31	25.2
	6–10 years	44	28.0	28	22.8
	11–15 years	26	16.6	20	16.3
	16–20 years	18	11.5	13	10.6
	21 years and above	48	30.6	31	25.2
	Total	157	100	123	100

The majority of secondary school teachers and school leaders (131 out of 157 [83.4%]) and 97 out of 123 (78.9%) were male, while female teachers and school leaders constituted 17% (26 out of 157) and 21.1% (out of 123) respectively. Table 5.3 shows that most teachers and school leaders 130 (82.8%) and 97 (78.9%) possessed bachelor's degree qualifications respectively. A bachelor's degree is an acceptable standard qualification for secondary school teachers. Moreover, this finding corresponds with the findings of Abebe's (2016:68) research which established that the majority of principals and teachers were holders of bachelor's degrees. Some 21 (13.1%) teachers and 21 (17.1%) school leaders indicated that they held master's degree qualifications, while 6 (3.8%) teachers and 5 (4.1%) school leaders said they held diploma qualifications, which are below the required standard. This depicts that on this aspect, teachers' qualifications were not in line with the government policy (Section 3.2). The MOE (2010:26) stipulates that secondary school teachers, particularly those teaching in Grades 11 and 12 and principals should hold master's level qualifications. To some extent, the principals' low qualifications compromised their competencies in implementing quality education.

Table 5.3 shows that the majority of respondents in both groups: 152 (96.8%) teachers and 102 (82.9%) school leaders specialised in at least one of the subjects taught in their schools. On the other hand, 5 (3.1%) teachers and 21 (17.1%) school leaders indicated that they had studied educational leadership or educational planning and management respectively. This depicts that there is a gap between what the government policy espouses and the existing situation in schools in terms of teachers' qualifications. The MOE (2007:30) stipulates that school leaders should have studied educational leadership or educational planning and management to serve in leadership capacities.

Moreover, most teachers and school leaders in this study: (n=48 or 30.6%) and (n=31 or 25.2) indicated that they had worked for over 21 years in the teaching service. The second highest service duration was 6–10 years (n=44 or 28%) and (n=28 or 22.8%) for teachers and school leaders respectively. In addition, 26 (16.6%) teachers and 20 (16.3%) school leaders reported that they had been teaching for a period of 11–15 years. Altogether, 21 (13.4%) teachers and 31 (25.2%) school leader respondents indicated that they had been in the teaching service for 5 years and below, while 18 (11.5%) and 13 (10.6%) said they had been in the service for 16–20 years in both groups. This is relatively a small proportion, which suggests that they lacked firm experiential knowledge, institutional memory and understanding of secondary education processes. This could negatively affect the principals' competencies in implementing quality education in secondary schools.

Table 5.4: Number of years as a school principal

	Response	F	%
Number of years as principal	5 years and below	6	22.2
	6–10 years	13	48.1
	11–15 years	5	18.5
	16–20 years	0	–
	21 years and above	3	11.1
	Total	27	100

Most principals (13 [48.1%]) indicated that they had served for 6–10 years in their positions. The second highest numbers of respondents were those who had been in the principalship position for five years and below, while those who had been in the position for 21 years and above were 3 (11.1%) and none were in the category of 16–20 years in post. Table 5.4 shows that the majority of principals had experience of below 10 years in the position, which indicates that there was

possibly a high turnover of principals in schools. Surprisingly, no principal indicated that they had been in the position for 16–20 years, while only three respondents reported that they had been in the post for 20 years or more. A high principal turnover and a few years of experience for some meant that most of them probably had some challenges in implementing quality education.

Table 5.5: Principals' responses on how they were appointed to their positions

Item	Response	F	%
How were you appointed to your position?	By placement	3	11.1
	By competition	22	81.5
	By promotion	2	7.4
	Total	27	100
Which of the following methods of appointment of principals do you prefer?	By placement	2	7.4
	By competition	23	85.2
	By promotion	2	7.4
	Total	27	100

Most respondents (81.5%) indicated that they were appointed to the position of principal through competitive interviews. Similarly, some 85.2% said they preferred appointment of principals through interviews, which is significant. The existing practice of open interviews provides an equal chance for interested candidates to apply, which makes it possible for the selection panel to appoint the best candidate for the position of school principals. Some 11.1% respondents revealed that they were appointed to the positions by placement while 7.4% of respondents said they preferred assignment by placement. Some 7.4% of respondents indicated that they were appointed to their principals' positions by promotion, and equally, 7.4% said they preferred appointment by promotion. The minimal support for appointment by placement and by promotion shows that these methods could be lacking in fairness and transparency. Appointing principals by these methods could lead to the appointment of principals who lack the required competencies to implement quality education.

5.3.2 Descriptive Statistics Teachers and School Leaders

This section analyses quantitative data for teachers and school leaders using descriptive statistics, such as mean, weighted mean, standard deviation and independent t-test. Descriptive statistics transform a set of numbers or observation into indices that describe or characterise the data. Descriptive statistics (summary statistics) are thus used to summarise, organise and reduce large numbers of observations (Cohen et al., 2018:727). The main research question that this study

sought to answer is: What challenges do principals face in implementing quality education in secondary schools of Gedeo Zone? The responses of teachers and school leaders are summarised in Table 5.6 below.

Table 5.6: How principals involve and work with parents and other stakeholders to improve school

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
21a	The extent to which principals involve parents in formulating school policy and programme.	Teacher	157	3.18	.953	3.23	.990	−.837	.403
		School Leader	123	3.28	1.036				
22a	The extent to which principals involve parents for implementing school policy and programme.	Teacher	157	3.45	.780	3.43	.873	.512	.609
		School Leader	123	3.40	.981				
23a	The extent to which principals involve parents in student discipline problems.	Teacher	157	3.13	.981	3.18	1.021	−.829	.408
		School Leader	123	3.24	1.072				
24a	The extent to which principals invite parents to participate in meetings.	Teacher	157	3.18	.912	3.24	1.004	−1.095	.275
		School Leader	123	3.32	1.111				
25a	The extent to which principals create a strong link between the school and stakeholders for the implementation of quality education.	Teacher	157	3.10	.982	3.16	1.010	−1.169	.244
		School Leader	123	3.24	1.043				

Table 5.6, item 21a reflects the extent to which principals involved parents in formulating school policy and programme. Most respondents did not agree or disagree with this statement leading to the mean values of 3.18 and 3.28 for teachers and school leaders' responses respectively and a weighted mean 3.23 value. With the t-test t $_{(278)}$ −.837, p>0.05, this result shows that there is no statistically significant difference between the respondents' responses, and that parents were inactive in school programme and policy formulation. Thus, there is an urgent need for principals to find ways of improving parents' participation in schools, particularly on matters of programme and policy formulation.

Item 22b probed the extent to which principals involved parents in implementing school policy and programme, and the respondents did not agree or disagree, leading to mean values of 3.40 and 3.45 for teachers and school leaders respectively, and the weighted mean 3.43 value. The t-test t $_{(278)}$.512, p>0.05 shows that there is no statistically significant difference between the respondents'

responses, and that parents were inactive in the implementation of school policies and programmes. Principals play an important role in linking schools with the external world and bringing various forms of knowledge into schools. Since they are strategically placed, principals have the greatest capacity to network with the wider community and ensure that schools keep abreast of the current initiatives and anticipate future trends (cf. 2.11). Therefore, it is vital that principals should find ways of improving parents' practical participation in strategic school activities.

Regarding item 23a, on the extent to which principals involved parents in student discipline problems, most respondents did not agree or disagree resulting in the mean values 3.13 and 3.24 for teachers and school leaders respectively, and a weighted mean of 3.18. The t-test t $_{(278)}$ 1.021, p>0.05 shows that there is no statistically significant difference between the respondents' responses. From this, one can conclude that there are no strong links between communities and schools. This indicates a great need for principals to improve parents' participation in schools.

As reflected in Table 5.6, item 24a, regarding the extent to which the principals invited parents to participate in meetings, the respondents did not agree or disagree, leading to values 3.18 and 3.32 for teachers and school leaders respectively, and the weighted mean of 3.24. The t-test t $_{(278)}$ -1.095, p>0.05 result shows that there is no statistically significant difference between the respondents' responses. Thus, one can infer that there is no strong relationship between the school and parents, and that principals do not invite them much to participate in school meetings. The MOE (2012:20) noted that quality partnership and communication with parents help to link schools with the communities.

Table 5.7: The position of principals on teachers' satisfaction in relation with school principals' performance

No	Item		Very low	Low	Medium	High	Very high	Total	Mean	SD
21b	The extent to which the principal involves and works cooperatively with staff in executing school rules and regulations.	F	1		5	12	9	27	4.04	.940
		%	3.7		18.5	44.4	33.3	100		
22b	The extent to which the principal works cooperatively with staff for solving problems and making participatory decision-making.	F			6	10	11	27	4.19	.786
		%			22.2	37.0	40.7	100		
23b	The extent to which the principal encourages individuals to evaluate their own performance and identify the area for improvement.	F		3	7	13	4	27	3.67	.877
		%		11.1	25.9	48.1	14.8	100		
24b	The extent to which the principal builds consciousness and acceptance on the established rules and regulations.	F		2	6	14	5	27	3.81	.834
		%		7.4	22.2	51.9	18.5	100		

Key: Very High (5); High (4) Medium (3) Low (2) and Very low (1)

Concerning the extent to which the principal involved and worked cooperatively with staff in executing school rules and regulations, the responses in item 21b reveal that 12 (44.4%) respondents rated this high, while 9 (33.3%) rated this very high and 5 (18.5%) rated it medium, leading to a mean value of 4.04 and SD =.940. These indicate that the principals' performance was good in collaborating with teachers to implement school rules and regulations. On whether principals worked cooperatively with staff in solving problems and making participatory decision-making, the responses revealed that 11 (40.7%) respondents rated this high, 10 (37.0%) rated it very high, while 6 (22.2%) rated it medium, leading to the mean value of 4.19 and SD =.786. These indicate that the principals' performance on this practice was good as they cooperated with teachers in solving problems and decision-making.

With respect to the extent to which the principals encouraged individuals to self-evaluate their performance and identify the area for improvement, the responses reveal that 13 (48.1%) respondents rated this high, 7 (25.9%) rated this medium, and 4 (14.8%) rated this very high, with a mean value of 3.67 and SD =.877. This shows that the performance on this practice was good. Lastly, the respondents were probed about the extent to which the principals built consciousness and acceptance of the established rules and regulations. The results revealed that 14 (51.9%) rated this high, 6 (22.2%) rated it medium, and 5 (14.5%) rated it very high, leading to a mean value of 3.81 and SD =.834. This indicates that the performance on this practice was good.

Table 5.8: The styles of leadership applied by principals in schools

No	Item	Group	N	Mean	SD	Mean	SD	t-vale	p-value
31a	Principal relies much on punishment.	Teacher	157	2.96	1.067	2.94	1.028	.479	.632
		School Leader	123	2.90	.979				
32a	Principal has a directive (an authoritarian) character.	Teacher	157	3.68	.885	3.57	.921	2.352	.019
		School Leader	123	3.42	.950				
33a	Principal gives emphasis to group decision-making.	Teacher	157	3.54	1.016	3.50	1.030	.825	.410
		School Leader	123	3.44	1.049				
34a	Principal consults staff and takes their ideas into consideration before taking decision.	Teacher	157	3.57	1.075	3.53	1.100	.706	.481
		School Leader	123	3.48	1.133				
35a	Principal gives complete freedom to staff.	Teacher	157	3.56	1.189	3.55	1.214	.163	.870
		School Leader	123	3.54	1.250				
36a	Principal tries to satisfy everyone in the school.	Teacher	157	3.17	1.097	3.20	1.093	-.656	.512
		School Leader	123	3.25	1.091				

According to Table 5.9, item 31a regarding whether principals relied much on punishment, the responses show that most respondents did not agree or disagree with the mean values of 2.96 and 2.90 for teachers and school leaders respectively, and the weighted mean value of 2.94. The t-test t $_{(278)}$ =.479 p>0.05 result shows that there was no statistically significant difference between the respondents' responses.

Regarding item 32a, on whether principals had authoritarian characters, most respondents agreed, with the mean values of 3.68 and 3.42 for teachers and school leaders respectively, and the weighted mean value of 3.57. The t-test t $_{(278)}$ = 2.352, p>0.05 indicates that there is a statistically significant difference between the respondents' responses. This indicates that the school leaders focused mainly on instruction (giving directives) contrary to what teachers expected.

On the other hand, teachers needed participation and clarity in every aspect. Northouse (2019:202) submitted that a leader should give followers instructions about their task, including what is expected of them, how it is to be done, and the timeline for when it should be completed. A study by Assefa (2014) concluded that the principal's authoritarian leadership style unconstructively influenced academic achievement because they adopted a harsh leadership style which was greatly disliked by teachers. This implies that the principals' authoritarian leadership style has a negative influence on learning and learners' achievement.

Concerning item 33a, as to whether principals supported group decision-making, most respondents agreed with this, which yielded the mean values of 3.54 and 3.44 for teachers and school leaders respectively, and the weighted mean of 3.50. The t-test t $_{(278)}$ =.825, p>0.05 result shows that there is no statistically significant difference between the respondents' responses. Regarding item 34a, on whether principals consulted staff and took their ideas into consideration before taking decisions, most respondents agreed with this, which led to the mean value of 3.57 and 3.48 for teachers and school leaders respectively, and the weighted mean value of 3.53. The t-test t $_{(278)}$ =.706, p>0.05 depicts that there is no statistically significant difference between the respondents' responses.

The responses to item 35a, on whether principals gave complete freedom to the staff, most respondents agreed, leading to the mean values of 3.56 and 3.54 for teachers and school leaders

respectively, and the weighted mean value of 3.55. The t-test t $_{(278)}$ =.163, p>0.05 result revealed that there is no statistically significant difference between the respondents' responses.

Table 5.9: The quality of leadership provided by principals in secondary schools

No	Item	Group	N	Mean	SD	Mean	SD	t-value	p-value
41a	Principal is a visionary leader.	Teacher	157	3.73	.963	3.73	1.005	.141	.888
		School Leader	123	3.72	1.060				
42a	Principal is willing to take risks.	Teacher	157	3.61	.972	3.57	.977	.650	.516
		School Leader	123	3.53	.986				
43a	Principal has a good academic background.	Teacher	157	3.99	.920	3.79	1.024	3.739	.000
		School Leader	123	3.54	1.096				
44a	Principal is trustworthy and honest with school communities.	Teacher	157	3.59	.974	3.54	.990	1.013	.312
		School Leader	123	3.47	1.011				

As reflected in Table 5.9, item 41a, most respondents agreed with the statement that principals were visionary leaders, which came down to the mean values of 3.73 and 3.72 for teachers and school leaders respectively, and the weighted mean of 3.73. The t-test t $_{(278)}$ =.141, p>0.05 result shows that there is no statistically significant difference between the respondents' responses. Similarly, the responses to item 42a revealed that principals were willing to take risks, as most respondents agreed with the statement, leading to the mean values of 3.61 and 3.53 for teachers and school leaders respectively, and the weighted mean of 3.57. The t-test t $_{(278)}$ =.650, p>0.05 depicts that there is no statistically significant difference between the respondents' responses.

According to Table 5.9, item 43a, most respondents agreed with the statement that principals had a good academic background, which is reflected in the mean value of 3.99 and 3.54 for teachers and school leaders respectively, and a weighted mean of 3.79. The t-test t $_{(278)}$ = 3.739, p>0.05 result shows that there is a statistically significant difference between the respondents' responses. As stated in the demographic background section, most teachers (82.8%) and school leaders (78.9%) possessed bachelor's degrees. This shows that the existing MOE policy, which stipulates that principals and secondary school teachers, particularly for Grades 11 and 12 should possess master's degrees was not implemented (Section 3.4). This requires intensive work, intervention

and support from the government and each stakeholder to improve the current state and ensure policy compliance.

Table 5.10: Availability of resources in schools for effective teaching and learning

No Item	Group	N	Mean	SD	Mean	SD	t-vale	p-value
11a The extent to which your school has qualified and competent teachers in all subjects	Teacher	157	3.83	.761	3.83	.807	-.013	.990
	School Leader	123	3.83	.866				
12a The extent to which your school has necessary student textbooks	Teacher	157	2.98	.997	2.89	.987	1.622	.106
	School Leader	123	2.79	.969				
13a The extent to which your school has enough reference materials in the school library.	Teacher	157	2.98	.937	2.97	.978	.252	.802
	School Leader	123	2.95	1.031				
14a The extent to which your school has sufficient budget/finance.	Teacher	157	2.73	.977	2.77	.983	-.749	.455
	School Leader	123	2.82	.992				
15a The extent to which your school has enough desks and classrooms.	Teacher	157	2.67	.970	2.78	1.008	-2.139	.033
	School Leader	123	2.93	1.042				

Key: Mean value ≥4.50= strongly agree, 3.50–4.49= agree, 2.50–3.49=undecided, 1.50–2.49=disagree and ≤1.49= strongly disagree at p>0.05; critical value (table value) =1.96 and DF= 278

It is evident from Table 5.10, item 11a, that respondents considered that their schools had qualified and competent teachers in all subjects with a mean value of 3.83 for both teachers and school leaders, and the weighted mean value of 3.83. The t-test t $_{(278)}$ = −.013, p>0.05 indicates that there is no statistically significant difference between the respondents' responses. To this end, the researcher concludes that both groups had clear objectives on staff development (human resource development) of the school, which had a direct impact on teacher development and the implementation of quality education.

Table 5.10, item 12a reflects the extent to which the school had student textbooks. Most respondents rated this "did not agree or disagree" with a mean value 2.98 for teachers and 2.79 and school leaders' responses and a weighted mean value of 2.89. With the t-test t $_{(278)}$ = 1.622, p>0.05, this result shows that there was no statistically significant difference between the respondents' responses. Ethiopia is determined to achieve a student/textbook ratio of 1:1, and the GEQIP Phase 1 programme emphasised the need to supply textbooks to secondary schools. Shortages of reading resources and textbooks continue to exist significantly across a region, which

affects students' achievement considerably (MOE, 2008). This requires intensive work from the macro-level up to the meso-level to change the present weakness in the distribution of student textbooks to schools.

As Table 5.10 shows, item 13a, which invited respondents to indicate the extent to which their schools had enough reference materials in the school library, many did not agree or disagree with a mean value 2.98 for teachers and 2.95 for school leaders and the weighted mean 2.97 value. The t-test t $_{(278)}$ =.252, p>0.05 result shows that there is no statistically significant difference between the respondents' responses. Item 15a, which requested respondents to indicate the extent to which their schools had enough desks and classrooms, many were undecided with a mean value 2.67 for teachers and 2.93 and school leaders' responses and the weighted mean 2.78 values. The t-test t $_{(278)}$ = –2.139, p>0.05 shows that there is statistically significant difference between the respondents' responses.

In this regard, the MOE (2013:2) noted that a standard classroom should have 20 compound desks, which means 40 students per class or 40 armchairs. This difference implies that there are differences between different schools in school managing body (stakeholders) working in cooperation with the community in order to complete school facilities. Therefore, these require hard work from all stakeholders.

Table 5.11: Challenges that hinder effective principals' leadership

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
51a	Lack of training in school leadership and management.	Teacher	157	3.42	1.161	3.52	1.170	−1.638	.103
		School Leader	123	3.65	1.173				
52a	Lack of adequate resources.	Teacher	157	3.76	1.081	3.73	1.093	.618	.537
		School Leader	123	3.68	1.111				
53a	The problem of work overload.	Teacher	157	3.23	1.103	3.25	1.081	−.299	.765
		School Leader	123	3.27	1.056				
54a	Lack of personal leadership quality	Teacher	157	2.95	1.192	3.02	1.193	−1.091	.276
		School Leader	123	3.11	1.193				
55a	Social, organisational and cultural context and school nature.	Teacher	157	3.31	1.102	3.35	1.054	−.794	.428
		School Leader	123	3.41	.990				
56a	The problems of limited acceptance of principals.	Teacher	157	3.19	1.032	3.21	1.034	−.358	.720
		School Leader	123	3.24	1.041				
57a	The problem of managing change.	Teacher	157	3.39	1.079	3.45	1.046	−1.060	.290
		School Leader	123	3.53	1.003				
58a	Selection and placement of school principals.	Teacher	157	3.45	1.146	3.53	1.113	−1.407	.161
		School Leader	123	3.63	1.066				
59a	Higher officials give only instructions rather than sharing the problems.	Teacher	157	3.41	1.144	3.51	1.161	−1.520	.130
		School Leader	123	3.63	1.176				
60a	Quick turnover of the principal.	Teacher	157	3.31	1.072	3.36	1.020	−.953	.342
		School Leader	123	3.42	.950				
61a	Problem of working with parents and the community in general.	Teacher	157	3.52	1.107	3.55	1.080	−.484	.628
		School Leader	123	3.59	1.047				

Regarding, factors that hindered principals' effective leadership, Table 5.11, item 51a reflects that most respondents agreed that a lack of training in school leadership management was a challenge, resulting in the mean values of 3.42 and 3.65 for teachers and school leaders respectively, and the weighted mean value of 3.52. The t-test t $_{(278)}$ = 1.638, p>0.05 shows that there is no statistically significant difference between the respondents' responses. From this, one can infer that a lack of training in school leadership and management for principals affects the schools' academic performance and education quality (cf. 2.7). In the same way, Abebe's (2016:69) study confirmed that the absence of leadership training affected the effectiveness of school principals in achieving the intended goals.

Moreover, item 52a shows that most respondents agreed that a lack of adequate resources hindered the principals' effective leadership, resulting in the mean values of 3.76 and 3.68 for teachers and school leaders respectively, and the weighted of mean 3.73. The t-test t $_{(278)}$ =.618, p>0.05 result reveals that there is no statistically significant difference between the respondents' responses. From this, the researcher concludes that a lack of adequate resources is a serious problem, which requires concerted efforts and participation of all the stakeholders to overcome it (cf. 3.2.1). Research has shown that resources have a significant impact on the principals' performance and efficiency and help them to achieve the schools' goals (Samson & Charles, 2018:60).

As item 53a indicates, most respondents did not agree or disagree that there was a problem of work overload, which led to the mean values of 3.23 and 3.27 for teachers and school leaders respectively, and a weighted mean value of 3.25. The t-test t $_{(278)}$ = -.299, p>0.05 depicts that there is no statistically significant difference between the respondents' responses. Furthermore, item 55a show that most respondents did not agree or disagree that there was a social, organisational and cultural context and school nature, resulting in the mean value of 3.31 and 3.41 for teachers and school leaders respectively, and the weighted mean of 3.35. The t-test t $_{(278)}$ = -794, p>0.05 result reveals that there is no statistically significant difference between the respondents' responses. From this, one can infer that there was no common understanding among the sampled groups on how to ensure quality education with reference to organisational and cultural context of the school.

 In the same manner, item 58a revealed that most respondents agreed that the selection and placement of principals hindered their leadership and school effectiveness with the mean values of 3.45 and 3.63 for teachers and school leaders respectively, and the weighted mean value of 3.53.

The t-test t $_{(278)}$ = -1.407, p>0.05 result reveals that there is no statistically significant difference between the respondents' responses.

From my experience as a principal/secondary school supervisor, I have noted that the criteria for the selection and placement of principals are not clear-cut and are mainly based on their political affiliations and commitment rather than the professional competence. In a way, this was confirmed by the principals' responses to the demographic questions.

Table 5.11, item 59a shows that most respondents agreed that higher officials only ordered principals but did not share the problems, leading to the mean values of 3.41 and 3.63 for teachers and school leaders respectively, and the weighted mean value of 3.51. The t-test t $_{(278)}$ = 1.520, p>0.05 shows that there is no statistically significant difference between the respondents' responses. Lastly, item 61a indicates that most respondents agreed that there was a general problem of working with parents and the community, which resulted in the mean values of 3.52 and 3.59 for teachers and school leaders, and the weighted mean value of 3.55. The t-test t $_{(278)}$ = -.484, p>0.05 indicates that there is a statistically significant difference between the respondents' responses. This shows that the policy of the MOE was only theoretical and making it practical requires strong participation from the government (cf. 2.5.5).

Table 5.12: Respondents' views on principals' plans in schools

No	Item	Group	N	Mean	SD	Mean	SD	t-value	p-value
61a	Principal is skilled in developing school plans and objectives clearly.	Teacher	157	3.69	1.079	3.63	1.018	1.036	.301
		School Leader	123	3.56	.933				
62a	Principal is capable of preparing plans to achieve the expected goals.	Teacher	157	3.64	.928	3.56	.948	1.451	.148
		School Leader	123	3.47	.969				
63a	Principal is capable of sharing the school's plan and objective with teachers and students.	Teacher	157	3.57	1.069	3.53	1.054	.801	.424
		School Leader	123	3.47	1.035				
64a	Principal works with the staff and parents to implement the planned activities.	Teacher	157	3.45	1.040	3.44	1.038	.300	.764
		School Leader	123	3.41	1.040				
65a	Principal encourages the staff towards the achievement of goals according to the plan.	Teacher	157	3.38	1.083	3.38	1.054	-.050	.960

According to Table 5.12, item 61a, most respondents agreed that principals were skilled in developing the school plans and objectives clearly with the mean values of 3.69 and 3.56 for teachers and school leaders respectively, and the weighted mean value of 3.63. The t-test t $_{(278)}$ = 1.036, p>0.05 shows that there is no statistically significant difference between the respondents'

responses. From this, the researcher understands that principals were developing themselves through experience and from colleagues. However, to ensure holistic change, it was important to undertake formal skills training offered by the government. Similarly, on item 62a which probed whether principals were capable of preparing plans for the achievement of expected goals, most respondents agreed that, leading to the mean values of 3.64 and 3.47 for teachers and school leaders respectively, and the weighted mean of 3.56. The t-test $t_{(278)} = 1.451$, $p>0.05$ reveals that there is no statistically significant relationship between the respondents' responses. From this the researcher in his experience noted that, majority of principals were too busy by occasional activities. Therefore, it requires concerted efforts from the relevant stakeholders to get better outcomes from the schools.

Item 63a probed whether the principals were capable of sharing their schools' plans and objectives with teachers and students, and most respondents agreed, which yielded the mean values of 3.57 and 3.47 for teachers and school leaders respectively, and the weighted mean value of 3.53. The t-test $t_{(278)} = 1.451$, $p>0.05$ result shows that there is no statistically significant relationship between the respondents' responses. From my experience as a secondary school supervisor, I noted that there was a tradition of sharing information through annual meetings once at the beginning of the year. However, this mechanism did not bring any significant changes in secondary schools. Therefore, more effort is required to improve the standard of teaching and learning and academic performance in schools.

Lastly, item 64a, on the question of whether the principals worked with the staff and parents to implement planned activities, most did not disagree or agree with the mean values of 3.45 and 3.41 for teachers and school leaders respectively, and the weighted mean value of 3.44. The t-test $t_{(278)} = 1.451$, $p>0.05$ shows that there is no statistically significant relationship between the respondents' responses. This shows that principals, staff and parents did not work together as expected, particularly with parents, which compromised the quality of teaching and learning in schools. Therefore, more effort is required from the school principals to maximise parent participation to reach the expected standard, especially in supporting their children's education.

Table 5.13: Respondents' views about the role played by principals in curriculum development in schools

No	Item	Group	N	Mean	SD	Mean	SD	t–vale	p–value
66a	Principal identifies school communities' needs so as to implement quality education.	Teacher	157	3.38	1.028	3.37	1.025	.146	.884
		School Leader	123	3.36	1.025				
67a	Principal works as a resource person in curriculum improvement.	Teacher	157	3.38	1.003	3.34	1.027	.854	.394
		School Leader	123	3.28	1.058				
68a	Principal involves teachers in curriculum development	Teacher	157	3.62	1.009	3.58	1.009	.787	.432
		School Leader	123	3.53	1.011				
69a	Principal involves parents in curriculum development	Teacher	157	3.25	1.004	3.25	1.049	–.093	.926
		School Leader	123	3.26	1.108				
610a	Principal identifies school communities' needs	Teacher	157	3.20	1.079	3.23	1.077	–.434	.665
		School Leader	123	3.26	1.078				

Item 66a probed whether principals identified school communities' needs in their attempts to implement quality education, and the respondents did not disagree or agreed with this, leading to the mean values of 3.38 and 3.36 for teachers and school leaders respectively and the weighted mean value of 3.37. The t-test t $_{(278)}$ =.146, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. From this the researcher noted that principals were focused on short-term plan rather than long-term plan/strategic plan to bring gradual change in education. Thus, there is a need for additional efforts from the school principals and concerned parties to correct the existing situation in schools.

Item 67a invited respondents to indicate whether principals worked as resource persons in curriculum improvement, and they did not disagree or agree, leading to the mean values of 3.38 and 3.28 for teachers and school leaders respectively, and the weighted mean value of 3.34. The t-test t $_{(278)}$ =.854, p>0.05 shows that there is no statistically significant difference between the respondents' responses. This implies that principals could not use their skills, time and existing resources (human and material) appropriately. Therefore, strong efforts are needed from the school principals to reverse the current condition in the schools.

Lastly, item 68a which questioned whether principals involved teachers in curriculum development established that most of them agreed, which resulted in the mean values of 3.62 and 3.53 for teachers and school leaders respectively and the weighted mean of 3.58. The t-test t $_{(278)}$ =.787, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. This result, which is confirmed by my experience shows that the principals mainly focus on teaching and learning activities in the classroom. However, making schools effective requires principals to focus on whole-school development and not instructional activities only.

Table 5.14: Respondent views on staff development of school principals in secondary school

No	Item	Group	N	Mean	SD	Mean	SD	t-value	p-value
611a	The principal provides development mechanisms through which competent teachers share their experiences of teaching methodologies with their colleagues.	Teacher	157	3.17	1.075	3.31	1.051	-2.585	.010
		School Leader	123	3.50	.995				
612a	The principal helps to provide short-term training at school by preparing academic seminars, workshops etc.	Teacher	157	2.94	1.180	2.95	1.177	-.277	.782
		School Leader	123	2.98	1.177				
613a	The principal identifies the training needs of teachers.	Teacher	157	2.92	1.160	3.01	1.181	-1.501	.135
		School Leader	123	3.13	1.201				
614a	The principal reads current educational publications and encourages teachers to do so.	Teacher	157	2.98	1.141	3.04	1.138	-1.029	.304
		School Leader	123	3.12	1.135				
615a	The principal develops CPD programmes and arranges opportunities, monitors and evaluates progress.	Teacher	157	3.43	1.178	3.51	1.176	-1.306	.193
		school Leader	123	3.62	1.170				
616a	The principal allocates enough budgets for staff development activities.	Teacher	157	2.68	1.161	2.64	1.134	.657	.512
		School Leader	123	2.59	1.101				

As reflected in Table 5.14, item 611a, some respondents agreed while others disagreed that principals provided development opportunities for teachers where competent teachers shared their experiences, teaching methodologies and skills with their colleagues, yielding the mean values of 3.17 and 3.50 for teachers and school leaders respectively, and the weighted mean value of 3.31.

The t-test t $_{(278)}$ = 2.585, p>0.05 result shows that there is a statistically significant difference between the respondents' responses.

To improve the teaching-learning process, teachers should cooperate with their colleagues in a school and engage in some CPD activities (Genevarius, 2019:6). This shows that there is a mismatch between the government policy on CPD and its implementation in schools, a situation which thwarts school improvement efforts. This requires concerted efforts from all stakeholders to improve school effectiveness and student achievement.

Item 612a asked respondents to indicate whether principals helped to provide short-term training at school by preparing academic seminars and workshops, and they did not disagree or agree, resulting in the mean values of 2.94 and 2.98 for teachers and school leaders respectively, and the weighted mean value of 2.95. The t-test t $_{(278)}$ = −.277, p>0.05 shows that there is no statistically significant difference between the respondents' responses. This result shows that the state of short-term training was poor and it needed serious interventions to improve it.

Regarding item 613a that sought to establish whether the principals identified the teachers' training needs, the respondents did not disagree or agree which came down to the mean values of 2.92 and 3.13 for teachers and school leaders respectively, and the weighted mean value of 3.01. The t-test t $_{(278)}$ = −1.501, p>0.05 shows that there is no statistically significant relationship between the respondents' responses.

Lastly, item 68a invited respondents to indicate if principals developed and created opportunities for CPD programmes, monitored and evaluated progress, and they agreed with this statement, leading to the mean values of 3.43 and 3.63 for teachers and school leaders respectively, and the weighted mean value of 3.51. The t-test t $_{(278)}$ = −1.306, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. Therefore, it is critical that the school leadership should work hard to develop and create CPD opportunities for teachers in schools.

Table 5.15: Respondents' views on supervision of school principals in secondary schools

No	Item	Group	N	Mean	SD	Mean	SD	t-vale	p-value
617a	The principal visits classrooms often to ensure that teaching aligns with the school goals.	Teacher	157	3.39	1.004	3.40	1.067	−.266	.790
		School Leader	123	3.42	1.145				

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
618a	The principal observes teachers for professional development rather than for evaluation.	Teacher	157	3.32	1.000	3.39	1.003	−1.404	.161
		School Leader	123	3.49	1.003				
619a	The principal arranges meetings with teachers before and after supervision.	Teacher	157	3.25	1.068	3.33	1.077	−1.297	.196
		School Leader	123	3.42	1.086				
620a	The principal organises seminars with teachers to share their experiences after supervision.	Teacher	157	2.92	1.071	3.00	1.122	−1.229	.220
		School Leader	123	3.09	1.180				

As Table 5.15 shows, item 617a invited the respondents to indicate if principals visited the classrooms often to ensure that teaching aligned with the school goals. They did not disagree or agree resulting in the mean values of 3.39 and 3.42 for teachers and school leaders respectively, and the weighted mean value of 3.40. The t-test $t_{(278)} = −.266$, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. This suggests that principals were not motivated to visit classrooms to observe instruction. Thus, it is vital that they should improve on this to improve the quality of teaching and learning.

Item 618a asked the respondents to indicate whether the principals observed teachers for professional development rather than for evaluation and most of them did not disagree or agree, leading to the mean values of 3.32 and 3.49 for teachers and school leaders respectively, and the weighted mean value of 3.39. The t-test $t_{(278)} = −1.404$, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. In the same manner, responding to item 619a as to whether principals arranged meetings with teachers before and after supervision, the respondents did not disagree or agree with the mean value of 3.25 and 3.42 for teachers and school leaders respectively, and the weighted mean value of 3.33. The t-test $t_{(278)} = −1.297$, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. From my experience as a secondary school supervisor, I observed that the majority of principals did not focus on such activity, even though they indicated that they did for the sake of reporting to higher officials.

Table 5.16: Respondents' views on the principals' evaluation of tasks in schools

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
621a	The principal evaluates the ongoing achievements in teaching and learning each semester.	Teacher	157	3.87	.932	3.90	.910	−.568	.570
		School Leader	123	3.93	.885				

128

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
622a	The principal evaluates whether teachers' instruction has improved.	Teacher	157	3.71	.963	3.70	.975	.205	.838
		School Leader	123	3.68	.994				
623a	The principal provides feedback to teachers.	Teacher	157	3.57	1.052	3.59	1.087	−.451	.652
		School Leader	123	3.63	1.134				
624a	The principal has the capability to evaluate teachers.	Teacher	157	3.54	.937	3.47	1.005	1.265	.207
		School Leader	123	3.38	1.083				

Item 621a probed whether principals evaluated the ongoing achievements in teaching and learning each semester, and most respondents agreed, leading to the mean values of 3.87 and 3.93 for teachers and school leaders respectively, and the weighted mean value of 3.90. The t-test $t_{(278)} = -.567$, p>0.05 shows that there is no statistically significant relationship between the respondents' responses.

In Table 5.16, item 622a asked participants to indicate whether principals had the capability to evaluate whether teachers' instruction had improved, and many agreed, leading to the mean value of 3.71 and 368 teachers and school leaders respectively, and the weighted mean value of 3.70. The t-test $t_{(278)} = .205$, p>0.05 revealed that there is no statistically significant relationship between the respondents' responses. An improvement in instruction plays a vital role in improving the quality of education. Thus, more effort is required to improve teachers' instructional competencies, the quality of learning and students' outcomes.

Lastly, item 623a probed whether principals provided feedback to teachers, and the respondents agreed, yielding the mean values of 3.57 and 3.63 for teachers and school leaders respectively, and the weighted mean value of 3.59. The t-test $t_{(278)} = -.451$, p>0.05 reveals that there is no statistically significant relationship between the respondents' responses. Thus, to improve the existing scenario intense, principals should work more vigorously and robustly.

Table 5.17: Respondents' views on principals' goal clarification

No	Item	Group	N	Mean	SD	Mean	SD	t–vale	p–value
625a	The principal is skilled in developing school goals clearly.	Teacher	157	3.58	.941	3.55	.960	.512	.609
		School Leader	123	3.52	.986				

No	Item	Group	N	Mean	SD	Mean	SD	t–vale	p–value
626a	The principal is able to communicate the school goals to communities.	Teacher	157	3.50	.931	3.51	.920	–.228	.820
		School Leader	123	3.53	.908				
627a	The principal encourages staff to achieve the expected goals.	Teacher	157	3.55	.964	3.54	.979	.232	.816
		School Leader	123	3.52	1.003				
628a	The principal supports staff to achieve the set goals.	Teacher	157	3.43	.963	3.38	.987	1.114	.266
		School Leader	123	3.30	1.016				

As item 625a reflects, on the question of whether principals were skilled in developing school goals clearly, most participants agreed, leading to the mean values of 3.58 and 3.52 teachers and school leaders respectively, and the weighted mean value of 3.55. The t-test t $_{(278)}$ =.512, p>0.05 reveals that there is no statistically significant relationship between the respondents' responses.

Furthermore, most respondents agreed with the statement in item 626a that principals were able to communicate the school goals communities which led to the mean value of 3.50 and 3.53 for teachers and school leaders respectively, and the weighted mean value of 3.51. The t-test t $_{(278)}$ = – .228, p>0.05 reveals that there is no statistically significant relationship between the respondents' responses. This shows the differences between the respondents' attitudes, a lack of experience in completing questionnaires and a lack of exposure due to the rural location of the respondents. Lastly, item 627a probed participants on whether principals encouraged staff towards the achievement of expected goals, and many agreed, leading to the mean value of 3.55 and 3.52 for teachers and school leaders respectively, and the weighted mean value of 3.54. The t-test t $_{(278)}$ =.232, p>0.05, which shows that there is no statistically significant relationship between the respondents' responses.

Table 5.18: Respondents' views on the principals' utilisation of school resources

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
629a	Mobilise required resources to run the school activities to enhance student learning.	Teacher	157	3.38	1.065	3.37	1.093	.137	.891
		School Leader	123	3.36	1.132				
630a	Monitor the use of resources aligned to the academic standards.	Teacher	157	3.31	1.011	3.27	1.018	.703	.483
		School Leader	123	3.22	1.029				
631a	Review the strategies and working guides of resource management in schools.	Teacher	157	3.37	.976	3.36	.999	.165	.869
		School Leader	123	3.35	1.032				

As Table 5.18 indicates, item 629a invited participants' views on how principals mobilised required resources to run school activities to enhance student learning. The dominant responses for this were do not disagree or agree with the mean value of 3.38 and 3.36 for teachers and school leaders' respectively and the weighted mean value of 3.37. The t-test t $_{(278)}$ =.137, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. From this, it can be concluded that the majority of secondary school principals in Gedeo Zone, Ethiopia have limitations in mobilising resources properly.

Item 630a requested respondents to indicate whether principals monitored the use of resources aligned to the academic standards. Most did not disagree or agreed, leading to the mean value of 3.31 and 3.22 teachers and school leaders respectively, and the weighted mean value of 3.27. The t-test t $_{(278)}$ =.703, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. One can infer that aligning the resources with the academic standards has clear limitations in secondary schools of Gedeo Zone.

Table 5.19: Respondents' views on how principals maintain continuous school-based in-service training for teachers

No	Item	Group	N	Mean	SD	Mean	SD	t-value	p-value
71a	In-service training at the beginning of the year for teachers.	Teacher	157	2.78	1.196	2.90	1.216	−1.977	.049
		School leader	123	3.07	1.226				
72a	In-service training twice a year.	Teacher	157	2.54	1.112	2.64	1.167	−1.752	.081
		School Leader	123	2.78	1.225				
73a	In-service training for whole school community.	Teacher	157	2.52	1.124	2.57	1.134	−.925	.356

No	Item	Group	N	Mean	SD	Mean	SD	t-value	p-value
		School Leader	123	2.64	1.146				
74a	In-service training for the department heads.	Teacher	157	2.73	1.158	2.79	1.189	−1.004	.316
		School Leader	123	2.87	1.228				
75a	Shortage of appropriately trained teachers affects quality education.	Teacher	157	3.15	1.226	3.21	1.242	−.880	.380
		School Leader	123	3.28	1.264				

As item 71a indicates, concerning the extent to which principals offered in-service training at the beginning of the year for the teachers; many respondents did not disagree or agree with the mean value of 2.78 and 3.07 teachers and school leaders respectively, and the weighted mean value of 2.90. The t-test $t_{(278)} = -1.977$, p>0.05 result shows that there is a statistically significant difference between the respondents' responses. This implies that the MOE policy and existing practices on the ground were mismatched. The MOE (2010:49) stipulated that if necessary, CPD opportunities for training teachers at cluster-centre should be prepared. This requires strong commitment from stakeholders to improve the situation.

Item 72a in Table 5.19 presents the responses to whether principals offered in-service training twice a year, and most respondents did not disagree or agree with the mean value of 2.54 and 2.78 for teachers and school leaders respectively and the weighted mean value of 2.64. The t-test $t_{(278)}$ = −1.752, p>0.05 shows that there is no statistically significant relationship between the respondents' responses.

Item 73a invited respondents to indicate whether principals provided in-service training for the entire school community. Most respondents did not disagree or agree with the statement, leading to the mean value of 2.52 and 2.64, the weighted mean value of 2.57. The t-test $t_{(278)}$ = −925, p>0.05 shows that there is no statistically significant relationship between the respondents' responses. From my experience, I have noted that although training is very important for the school community to improve the quality of teaching and learning, the existing situation in schools was different.

Table 5.20: Respondents' views on whether principals applied school objectives to assure quality education

No	Item	Group	N	Mean	SD	Mean	SD	t–value	p–value
81a	Principal has to ensure that teachers perform their duties.	Teacher	157	3.69	.839	3.73	.887	−.867	.387
		School Leader	123	3.78	.946				
82a	Principal recognises that teachers have a vital role in their subject area.	Teacher	157	3.66	.971	3.59	1.019	1.359	.175
		School Leader	123	3.50	1.074				
83a	Principal provides strong leadership, a safe and welcoming school environment, good community and incentives to achieve quality education.	Teacher	157	3.29	1.058	3.40	1.125	−1.805	.072
		School Leader	123	3.54	1.196				
84a	Physical facilities affect quality education.	Teacher	157	3.51	1.023	3.56	1.053	−.854	.394
		School Leader	123	3.62	1.090				

As indicated in Table 5.20, item 81a required respondents whether principals should ensure that teachers perform their duties, and the majority agreed, leading to the mean value of 3.69 and 3.78 for teachers and school leaders respectively, and the weighted mean value of 3.73. The t-test t $_{(278)}$ = −.867, p>0.05 shows that there is no statistically significant relationship between the respondents' responses.

Item 82a requested respondents to indicate if the principal recognised that teachers have a vital role in their subject area. Most respondents agreed with this statement, resulting in the mean value of 3.66 and 3.50 for teachers and school leaders respectively, and the weighted mean value of 3.59. The t-test t $_{(278)}$ = −.867, p>0.05 shows that there is no statistically significant relationship between the respondents' responses.

Lastly, item 83a asked whether principals provided strong leadership, a safe and welcoming school environment, good community and incentives to achieve quality education. Their responses included did not agree, disagree and agree, resulting in the mean value of 3.29 and 3.54 for teachers and school leaders respectively, and the weighted mean value of 3.40. The t-test t $_{(278)}$ =1.805, p>0.05 indicates that there is no statistically significant relationship between the respondents' responses. This result shows that principals were not assertive enough in respect of this variable. To improve the current situation and create a productive school environment, all stakeholders should work together.

5.3.3 The Reliability and Validity Analysis of Instruments

The validity and reliability of data collection instruments is vital in research to ensure that data generated is of a good quality (Braun & Clarke, 2022). To ensure research validity, the instruments were prepared by the researcher and validated by a team of experienced researchers and the advisor. The questionnaires were checked and corrected by the researcher to ensure clarity and completeness. Moreover, the questionnaires were piloted at one secondary school in Dilla Town with a sample of 20 to pre-test and clean them up to avoid ambiguities and unnecessary repetitions.

According to Aron et al. (2008:5), self-constructed research or measurement instruments should be pilot-tested before use to determine their validity and reliability. In this regard, the reviewers were requested to read all the instructions, the language used, the design, the logical order of items, and to evaluate the instrument in terms of appropriateness, meaningfulness, and usefulness of specific inferences made and to determine if items were relevant to the construct that they set out to measure (Kothari, 2004:41). After receiving the reviewers' comments, the researcher revised the survey questionnaire accordingly. Moreover, the questionnaire and interview guide were presented to the research supervisor for further assessment and consideration before use. The recommendations and changes indicated by the supervisor were incorporated into the final instruments followed distribution to participants.

Regarding reliability, the researcher pilot-tested the questionnaire and applied alpha coefficient to ascertain its internal consistency. For the pilot test, a questionnaire was administered to 20 teachers and school leaders. This was not part of the sampled schools. The purpose of the pilot study was to test the appropriateness of the instruments to be used to conduct the study, to find out whether additions or modifications were needed based on the pre-test experience and results, and to find out whether the items in the questionnaires were clear enough to enable the respondents to complete them accurately.

Table 5.11: The reliability analysis of a questionnaire in quantitative data

No	Research questionnaires' topics	Number of items	Cronbach's alpha coefficient	Result of Cronbach's alpha
1	Adequacy of available resources in school	5	0.764	Acceptable
2	Principals involve and work with parents and other stakeholders	5	0.894	Good
3	Leadership styles of secondary school principals	6	0.843	Good
4	The quality of leadership that principals provide in secondary schools	4	0.811	Good
5	Challenges that may hinder leadership effectiveness of school principals	11	0.915	Excellent
6	Leadership function of school principals in curriculum planning	5	0.827	Good
7	Leadership function of school principals in curriculum development	5	0.815	Good
8	Leadership function of school principals in staff development	6	0.908	Excellent
9	Leadership function of school principals in staff supervision	4	0.774	Acceptable
10	Leadership functions of school principals in evaluation of the teaching-learning process	4	0.852	Good
11	Leadership function of school principals in goal clarification	4	0.902	Excellent
12	Leadership function of school principals in monitoring the utilisation of resources	3	0.942	Excellent
13	Principals provide continuous school-based in-service training	5	0.867	Good
14	Principals implement school objectives to improve quality of education	4	0.769	Acceptable
	Average	71	0.849	Good

The reliability of the survey instrument was confirmed by examining the individual test items using the Cronbach's alpha (Kothari, 2004). Finally, the participants' responses were entered into SPSS v.27.0 software and Cronbach's alpha was calculated (Bryman, 2016:117, Christensen, Johnson & Turner, 2011:144; Johnson & Christensen, 2017:168). The Cronbach's alpha result was follows: >0.9 excellent, >0.8 good, >0.7 acceptable, $\propto < 0.6$ questionable, and < 0.5 poor. This process yielded internal reliability alpha coefficients for each item, and in the end, their average Cronbach's alpha was 0.849, which was good for doing this research. In addition to this omission of redundant items, the research questionnaire was found to be reliable, which enabled the researcher to gather data for items whose Cronbach's alpha was 0.849. This had reasonable internal consistency reliability for multiple-item scales.

5.4 QUALITATIVE DATA ANALYSIS

As explained in Chapter 4, this study adopted a mixed-methods approach, which combines both quantitative and qualitative approaches. The qualitative component used interviews to explore the challenges of principals in implementing quality education in secondary schools.

The objective of this section is to explain the procedures of qualitative data analysis. As mentioned earlier, to identify the gaps in existing literature, the selected principals in secondary schools were interviewed to obtain a comprehensive picture of the challenges that they faced in implementing quality education. The fieldwork was undertaken between April and May 2021. The researcher encountered some challenges in gaining access to principals and conducting interviews as most of them were inaccessible or operated under austere conditions due to the Covid-19 pandemic. Finally, five face-to-face interviews were conducted with five secondary school principals.

This section presents a detailed discussion of the empirical findings using the principals' narratives to express their actual views about the implementation of quality education in secondary schools of Gedeo Zone. To strengthen data analysis and through thick descriptions, direct quotations from the principals are used and similar meaningful comments are grouped together into relevant categories. The next section provides a summary of the data analysis process followed in this study.

5.4.1 Overview of the Data Analysis Process

If the original data source is an audio recording, there is a need for transcription, which involves sitting down, listening to the tape recording and typing what was said into a word processing file (Johnson & Christensen, 2017:570). This involves the inductive process of organising data into categories and identifying patterns (relationships) among them, and then interpreting data to provide answers to the research question (McMillan & Schumacher, 2014:397).

5.4.2 Presentation of the Research Findings

McMillan and Schumacher (2014:397) noted that it is prudent for the researcher to interpret the collected data that is organised according to categories. The presentation of findings in this section is structured into categories. The categories are drawn from the collected data, and based on the main research question, research aim and research questions of this study (cf. 1.3). The categories are itemised as follows:

- Challenges that hinder principals in implementing quality education.

- Principals' quality of leadership in relation to their academic background and training.

- Principals' attempts in dealing with the challenges in implementing quality education.

- Principals' roles and styles of leadership in relation to quality education.

The findings from the above categories are described in the following sections. To preserve their anonymity, the principals have been named Principal 1, 2, 3, 4 and 5.

5.4.2.1 Challenges of principals that hinder their role in implementing quality education

The first objective of this study was to identify the challenges faced by principals in implementing quality education in secondary schools of Gedeo Zone (cf. 1.3.1). The different views of researchers explored and explicated in Chapter 3 of this study (cf. 3.2) partially addressed the aforementioned objective. In this category, the researcher aimed at achieving the above objective through presentation and discussion of the empirical data about what the principals viewed as their challenges in implementing quality education.

This section discusses the principals' perceptions of the challenges that hindered them in implementing quality education, and answers the following specific research question: In your own view, to what extent do the challenges affect the implementation of quality education?

At the beginning of each interview, the researcher briefly introduced the area of interest, namely the challenges faced by principals in the implementation of quality education. From the preliminary discussions, it emerged that many principals had a theoretical and practical knowledge of the challenges they faced in implementing quality education. In this regard, the first principal interviewed revealed:

> *The shortages certainly have an impact on the quality of education and student academic achievements. Since an output is directly related to the input, one cannot expect the desired full outputs without proper and full inputs. Books are very critical resources to the student; the teacher's contribution is just part of the whole process. Knowledge cannot be acquired only from the teacher. Books help to narrow the gaps in learning styles and speed as each student could understand the concepts in the book at their individual pace, time, place and manner. If there are no books for everyone, those who learn from repeated reading and*

study from the books would be disadvantaged compared to those who learn from the lessons of teachers, and very brief readings (Principal 1).

Generally, all decision-making about resource allocation and management lies with the MOE, and the decisions made reach schools through bureaucratic channels of the national/federal MOE, REBs, zone education offices, and district/local government education offices (cf. 3.2.1).

Principal 2 echoed the sentiments of Principal 1 as follows:

> *The quality of education is dependent on the quality and quantity of inputs and processes. It is a combination of all the necessary material and human resources. The inputs include the ratios between students, seats and books, both texts and references. Where these are far below the acceptable levels, it will be very hard to maintain the desired quality of education. The availability of sufficient numbers of textbooks and reference materials, as we know, will significantly enhance student learning activities, improve the teaching and learning process, help students to use their time effectively, and relieve teachers of much effort that is needed in the absence of these resources. If students have access to books individually, their academic performance will certainly increase, and ultimately help in overcoming the challenges of educational quality of the school. In the absence of these necessary inputs, students face stressful situations that make the teaching-learning tasks more difficult and uncomfortable. The availability of these inputs, especially books at the individual level, is of crucial importance in addressing and solving the challenges facing the school meaningfully.*

The shortages of instructional materials, teaching staff, relevant textbooks and different facilities affect the quality of education (cf. 3.5.3).

Principal 3 noted that resources were a serious challenge in his school:

> *There are many challenges to be dealt with in this school. The principal and the staff of the school must be ready and determined to confront the challenges proactively. Leadership is principally about working with the people one leads; it is not putting oneself alone and giving orders. They must be an example in grappling with complex activities of the school. The principal must always strive to find ways and means of overcoming the problems. If*

little or no efforts are made, the challenges will persist. The pace of increase in student enrollment size and the supply of books do not match. Some of the challenges in this school are a lack of sufficient power supply for running the computers, the availability of water, which is a very vital need in a school, and the roads leading to the school are rough and very dusty in dry seasons, and extremely muddy during rainy seasons. Moreover, there are serious shortages in human resource requirements that affect effective management of the school. For example, we do not have human resource officers, financial workers, cleaners, health professionals, library staff, etc. If the staff requirements are properly met, the challenges could be overcome by assigning tasks and delegating responsibilities to all properly, with the principal taking their leadership part. In the absence of this, it will be difficult to achieve anything significant.

Several challenges raised by Principal 3 included insufficient power supply for running the computers. It is worrying in the current digital age to see computers lying idle due to a lack of electricity. Some of the challenges include the following:

- The pace of increase in student enrollment and the supply of books do not match.
- A lack of water at the school, which is a very vital need.
- The roads leading to the school are rough and very dusty in dry seasons, and extremely muddy on rainy days.
- Staff has negative attitudes towards CPD programmes.
- Shortages in human resource requirements for the service sector of the school, namely human resource officers, financial workers, cleaners, health professionals and library staff affected efficient service delivery.

Moreover, principals work in very complex and challenging environments characterised by tensions, conflicts, poor security, alcohol and substance abuse among students and related issues. Many schools also experience a lack of adequate finance and scarce resources, pressure from various stakeholders and the negative impact of socio-political issues (cf. 2.11). In this context, Principal 4 shared the same view this way:

The provision of material resources needed according to standards and ratios, and timely responses to burning problems in specific issues is challenging. Secondly, teachers are not

139

allocated subjects at the right time to implement the class timetables in accordance with the annual academic calendars. The qualifications of teachers are also not relevant to, and appropriate for, their jobs in this school. This school is one of the oldest and a relatively prestigious one in the zone. It is in the zonal capital, and many of the older teachers from the surrounding districts and towns want to be transferred to this school. Their requests are often met, and they are transferred to us here. However, since they have already served for too long and are old, many of them retire very soon. The replacements for these teachers are not duly made. As a result, the coverage of various subjects will suffer because of this gap. A timely allocation (deployment) of properly qualified teachers is one of the most serious challenges that the school faces.

Principal 5 agreed with the above claims and explained the challenges in implementing quality education in his school.

Another major institution from which we could have obtained professional support is Dilla University. Our school is one of the feeders in terms of students joining it every year. However, as an institution of higher education with so many departments dealing with education, it has never shown interest in finding out about our problems and challenges. It has never sought to assist the school in any form and enquired about the difficulties we have as a school (Principal 5).

A number of challenges raised by Principal 5 can be summarised as follows:

- The government's failure to deploy/place teachers at the right time.
- Block grant budgetary allocations earmarked for stationery supplies are not released at the right time.
- The reluctance of parents to send their children to school since the community engaged in cash-crop farming. They are often more occupied with their own seasonal incomes during the harvest periods.
- Parents' passive participation in school-community relations and related problems of the school.
- Students' lack of purpose as to why they go to school, a lack of vision in life, and a low interest in education.

- A lack of supervision support and training by experts.

5.4.2.2 Principals' quality of leadership in relation to their academic background and training

The previous subsection looked at how the challenges of principals affected the implementation of quality education. This section focuses on the quality of leadership in relation to their academic background and training. In this respect, Principal 1 shared:

> *If the school is to be properly managed, then the educational qualifications of the principal are extremely important. They have a great influence on the quality of leadership within the school. It is said often that a house looks like its owner, or simply the school is a reflection of the leader in charge. The principal must have some training in educational leadership in order to help the school achieve its mission. If one is to be a leader of a school, they must have received some training in educational leadership. This is a must. Leadership or management is about understanding the people we lead, treating and respecting them as human beings, helping and consulting them when trying to solve the problems they face, teaching them what they lack, and correcting their mistakes so that they can learn etc. Besides this, it is important to constantly acquire knowledge and skills for the demanding work of teaching. Unless knowledge is refreshed, updated and increased, it will become obsolete. Leaders at all levels must accept the fact that without training, it would be difficult to improve the effectiveness of schools and educational quality significantly.*

Ideally, secondary school principals should have master's degrees in order to be successful leaders. Schools need proactive and innovative principals who can constantly monitor environmental changes and steer them in the right direction (cf. 3.2).

Principal 3 shared the same view as follows:

> *Educational qualifications contribute significantly to the quality of leadership. There are established standards for appointing school principals in terms of educational levels and qualifications. All high schools are evaluated and ranked every year, including by the qualifications of their leaders and teachers. This is linked to how the school performs in its objectives and goals. Since educational training is as an important value for the nation, it must not remain static. Its nature requires constant change and transformation in many respects. In this fast-paced world of changes, the education system requires dynamism, acceptance and application of innovation. Since they play a key role in the delivery of education, teachers and principals must necessarily have been equipped with appropriate education and training.*

The methods of recruiting teachers to become principals or head teachers are haphazard, ill-defined and not based on professional criteria. A review of policies on the selection of principals and the establishment of professional criteria need to standardise the appointment processes and improve the quality of school leadership. Training in educational leadership and management is needed for principals to improve their efficiency. Principals request more systematic and structured ongoing professional training than the occasional; ad hoc workshops on administration and management that are offered currently (cf. 2.7).

Concerning the effect of training on leadership effectiveness, Principal 4 concurred with Principal 3 as follows:

> *After completing the master's degree in Educational Planning and Management (EDPM), my performance level improved noticeably in many ways since I was appointed at this school. This is particularly the case in matters of leadership, skills of dealing with various challenges, conflict management and resolution, and planning school activities. The education I received in my master's degree is relevant to my leadership role. Although some individuals may have natural qualities that make them good leaders, it is important that they should acquire professional skills through education. I have reached a conclusion that anybody who is not qualified as a leader through educational preparation, especially in EDPM, educational leadership, and school leadership, should never be appointed since*

the qualifications and knowledge/skills required for the positions are lacking. Leadership in such complex institutions as schools cannot and must not be left to natural instinctive dispositions of the leader. The qualification for the job and post is imperative. It has a direct impact on the quality of leadership, and consequently, on the quality of education in a school.

According to Edamo (2018:14), principals do not have the same understanding of what to do to promote instruction in schools. Though the Ethiopian national MOE and education offices at different levels have identified instructional leadership as crucial, its implementation has been reported to face many challenges (cf. 2.8). Therefore, effective training of school leaders and teachers is needed to address this shortfall. Principal 4 commented as follows about the value of training:

Training is certainly necessary and useful for both teachers and leaders in a school. In order to prepare teachers and leaders to perform their work of preparing the young generation effectively, essential skills and attitudes are needed. To that effect, regular, well-designed and short-term refresher training time must be conducted. Quality education cannot be offered using old or outdated knowledge, skills and methods. Training programmes should be well-designed to address the problems encountered in the teaching-learning process at school. Certain gaps in teachers' skills such as assessment, evaluation and measurement must be addressed through proper training.

Principal 5 confirmed Principal 4's claims as follows:

To offer relevant up-to-date content knowledge to students, training is important. For greater impact, the training programmes must be conducted during the periods between the semesters and in summer/Kiremt months, after teachers have submitted student grades. Training during this period could prepare the trainees adequately for the next academic year with new skills and energy. Training programmes must be planned for such times to avoid interfering with the classes. Time wastage is one of the chronic problems in this school and conducting training during the semesters could further complicate the situation. Training is, therefore, very important for enhancing the performance of educational professionals and quality education (Principal 5).

5.4.2.3 Principals attempt to deal with challenges in implementing quality education

Many schools in Ethiopia lack committed leadership with vision, effective governance structures, adequate and appropriately qualified academic and support staff, materials such as textbooks, standard learning rooms, instructional materials, adequate library collections, physical facilities, and access to clean water and technology, and sufficient budget (cf. 1.1). Principal 1 had this to say on the principals' attempts to deal with the challenges of implementing quality education:

A lack of books, both text and reference, is one of the most serious problems we face in our schools. The situation is particularly serious in the eleventh and twelfth grades regarding social science books for history, geography and economics, since we have almost none. Students only rely on the books used by teachers. There are also no teachers' guides for all subjects. We have repeatedly reported the seriousness of the problems to the concerned government agency. However, the responses we received were that the government will not reprint the books because of cost considerations. In accordance with the new Educational Roadmap programme, the books printed and distributed for the old curricula will be replaced by new ones. Therefore, the problems persist in the meantime. To resolve these problems, we have resorted to photocopying the most important books in the hands of teachers and place them in the library for students to use in turns. The numbers of eleventh and twelfth grade students and the copies of the books are far apart, and when all students want the books at the same time, one can see the shortage clearly. Students have no opportunity to use books for self-study at home because there are none to take home. The copied ones are only for use in the library. Regarding student-desk ratio, we cannot say that the standards established by the MOE are met. If we begin with the student-seat ratio, the standards are currently violated, particularly due to the Covid-19 pandemic. The stipulation of one seat for one student to prevent the spread of the virus is not observed due to serious shortages. As the school, we continue to provide education and implement the other prevention steps while allowing two or three students to use one desk. Therefore, there are real problems, and the standards are not met (Principal 1).

Principal 3 shared the same view:

Regarding books, there are almost no books in this school. The school was opened very recently, and I was responsible for all the mobilisation of resources from scratch. I have made several attempts to acquire the required books (both text and references) by submitting reports of their condition and requests for supply. Although we obtained some books in this manner, we have not yet overcome the challenges of shortages. Accordingly, the ratio of books to students is 1:10 for Grades 10 to 12, which is extremely far below the recommended standard. This is a very serious problem.

Principal 4 agreed with other principals on the need for them to deal with the challenges encountered in implementing quality education. He revealed the existing situation as follows:

The ratios of student-desk, student-textbook and references pose a serious problem. Although this high school (combined school) is one of the oldest in the zone, it is impossible to say that these resources are fully available. One of the reasons is the ever-increasing enrolments every year as the location is in the centre of the city of Dilla. The supply of these important materials is far below expectations. It has become almost absurd to expect these resources to match the requirements of the standards set. The school is government-owned, and the management of maintenance processes, and allocation of resources is another challenge. Even if the community is mobilised to provide additional resources and the existing school furniture is repaired, it is still far from meeting the demand. Due to the limitations of school resources, we often put 60 to 75 students in one classroom. This is for senior students of Grades 11 and 12. If we go to lower grades (9 &10), the situation is even worse. If it were not for the problem of resource limitations, the class sizes should have been limited to 40 to 50 students, which is fairly acceptable for executing student assessment through tests, quizzes, group or individual assignments. That would have rendered the quality of education acceptable. Another challenge relates to textbooks and reference books. Since the printing of textbooks is done once by the government, and the quality of paper used is too poor, the books are easily damaged, and it is impossible to get replacements. Photocopying cannot solve the problem since there are higher costs involved, and there is no budget earmarked for that purpose. We used to distribute one book for three students previously; however, because of the growing student numbers, we

are currently compelled to distribute one book for up to six students. This is for students in the junior levels (Grades 9 & 10). For Grades 11 and 12, we have almost no textbooks to be distributed (Principal 4).

From the above excerpt, the challenges involved in implementing quality education can be summarised into the following points:

- Teachers are not assigned for every subject at the right time to implement class timetables in accordance with the annual academic calendars.
- The problems of student misbehaviour are increasing and complex.
- There is a critical shortage of essential school physical facilities.
- Teachers' qualifications are also not compatible with their jobs in this school.
- There is problem of transferring tired and older teachers from the surrounding districts and towns.
- The block grant and school grants are not released on time, which create multiple problems.
- There are no appropriate and relevant organisational structures for students and school community for addressing problems.

There are many interrelated problems in principalship, namely a lack of resources, a lack of incentives for the job, and limited programmes to improve leadership. Although some of these problems seem to be technical issues, they are complex due to multiple interests of participating actors and the difficulty in finding adequate solutions (cf. 3.2.1). Principal 5 concurred with Principal 4 and clarified:

Regarding the availability of textbooks and reference books in this school, the existing challenges are beyond description. There are critical shortages that make the possibility of meeting the standard ratio extremely difficult in textbooks even for such a new school with limited numbers of students. The ratio of textbooks to students is currently 1:10. In some subjects, there is not even one book, including for important subjects such as mathematics in all the grades (9-12). For Grades 11 and 12, we had to solve part of the problem by copying and borrowing few copies from other neighbouring schools (Principal 5).

Principal 2 expressed his view on the need for principals to deal with the challenges experienced in implementing quality education.

> *Regarding student desks, there are relatively a reasonable number of them. This is particularly connected with a recent supply of more desks by the government due to the Covid-19 pandemic. However, they are still below the set standards. There is also a mismatch between the rate of increase in student enrollment and the supply of books and materials.*

5.4.2.4 Principal's role and their style of leadership

The previous subsection looked at the principals' attempts to deal with the challenges in implementing quality education. Leadership styles can be used to motivate followers, and it is important to understand different leadership styles to increase one's knowledge in order to lead effectively. A leadership style refers to the methods adopted by a leader in certain situations to achieve group goals and objectives (cf. 2.3). Principal 4 had this to say on the principal's role and style of leadership:

> *I can fairly say that I use a democratic style more than other styles. It is impossible to say one is fully and always democratic; this cannot be true. There are times in which the autocratic style must be used for firm decisions depending on the situations one deals with. In an environment where there are so many students and teachers with their unique characters and dispositions, one cannot apply purely democratic, autocratic or laissez-faire styles to all. Being firm in getting things done in the right way, at the right time and for the right result is indispensable. Conversely, being always grim, stern and autocratic will not take one anywhere. The style of leadership and decision-making depend on the individuals one deals with, and the issue at hand, is the best style in my approach.*

The principal is an experienced practitioner whose activities include administration, involvement with the PTA, organising professional development for teachers, timetabling, monitoring lesson plans, sourcing and allocating resources, generating revenue for the school and improving the learning environment (cf. 2.10). Principal 2 concurred with Principal 4 and said:

147

There are conditions where you must be democratic like when people are highly committed and motivated in their performance. In a similar vein, there are situations when one adopts an autocratic style to get things done due to the carelessness and negligence observed in the concerned staff. However, I would say my leadership style is more democratic, with some flexible application of what is called situational leadership. In cases where some staff is fully dedicated to their jobs, interference should be minimal, and laissez-faire may be the best leadership approach in such cases. As the school is an institution where many members of the school community are being educated, strict autocratic leadership is not recommended (Principal 2).

The above excerpt is in line with Aucha and Lussier's (2013:67) claim that a leadership style is a combination of traits, skills and behaviours that leaders use as they interact with followers. Although a leadership style is based on traits and skills, the important component is behaviour because a consistent pattern of behaviour characterises a leader (cf. 2.3). Principal 5 agreed with the researchers on the style of leadership as follows:

There is no single leadership style that fits all individuals and circumstances. If one adopts a fully democratic style, there are individuals who fail to do their jobs properly. In such cases, to avoid negligence in key tasks that must be performed in time in line with the standards of quality and efficiency, there is no alternative but to use an autocratic style. It is (better?) than being fully democratic. The best form of leadership and decision-making is the situational one as it takes into account the specific conditions and individual differences in both temperament and job performance. My style is, therefore, mostly situational which allows for flexibility in dealing with the teaching and administrative staff of the school.

A school plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and the community. It is essential to provide additional resources, both in terms of human and material inputs. Therefore, effective plans are those that require participation of all stakeholders (cf. 2.10.1). Most principals revealed that they exercised a democratic leadership style. Principal 1 also agreed with the idea of Principal 5 about adapting his leadership style to suit the situation at hand.

Leadership significantly depends on the situation at hand, and on those that one leads. There are occasions for being laissez-faire, democratic and autocratic. I use these styles depending on individual cases. As a leader, one must first determine the tasks to be assigned and done by each staff. Leadership begins with defined and measured task assignment to the concerned individual and monitoring and evaluating the performance accordingly. Whether the leader treats the individual democratically or autocratically depends on the individual in accepting the tasks and performing them according to the established standards. If one is negligent and disregards the tasks, I may use an autocratic style in such cases. If the rules are violated and the work of the school is neglected, then there will be no leniency in such conditions. However, my leadership style is generally democratic as most of the staff I lead are educated and fulfil their obligations (Principal 1).*

5.5 THE INTEGRATION OF QUANTITATIVE AND QUALITATIVE APPROACHES

The way quantitative and qualitative approaches were integrated during the data collection and data analysis stages was discussed in Chapter 4. This section discusses how the follow-up qualitative phase provides a strong explanation of specific results from the initial quantitative phase. As mentioned in Section 1.4, the main research question of this study is: What are the challenges faced by principals in the implementation of quality education in secondary schools? To answer this question, both quantitative and qualitative approaches were employed.

The former used statistics to analyse data from teachers, and school leaders' questionnaires, while qualitative data generated through interviews with principals was analysed through thematic analysis. These two studies were conducted at different times, which allowed the integration to occur during the analysis of initial quantitative data, an analysis of follow-up qualitative data, and an analysis of how the qualitative data helped to explain the quantitative data to answer the mixed-methods approach (Creswell & Plano Clark, 2018:234).

Quantitative data was analysed through descriptive statistics and factor analysis, while qualitative data was analysed thematically using an inductive approach from the categories that emerged from the interviews. The categories and subcategories that were generated in the qualitative phase were first identified in the quantitative study, showing that these two phases were framed based on

similar ideas and structures. This allowed the quantitative and qualitative approaches to be conducted sequentially. By doing so, evidence generated from the two approaches was easier to support and cross-check to achieve the purposes of triangulation and complementarity.

The triangulation evidence from the empirical results of the quantitative study showed that the principals' challenges affected the implementation of quality as confirmed by descriptive statistics in Section 5.3.2. For example, the adequacy of resources in schools needed to implement quality education for teaching and learning appeared to affect the implementation of quality education significantly. The combination of teachers' satisfaction with school principals' performance, the style of leadership the school principals used and the quality of leadership they applied in school had much higher explanatory power in explaining the quality of education offered. In this sense, the follow-up qualitative phase provides a strong explanation of specific findings from the initial quantitative phase. This involves examining the quantitative results closely to isolate findings that may be astonishing, contrary to prospect, confounding or odd and then gathering qualitative data to explore those specific findings in more depth (cf. 4.3.3.5).

The findings confirmed that there is a range of problems in schools that affect the implementation of quality education. The challenge of the adequacy of resources needed in schools to implement quality education for teaching and learning was corroborated by the qualitative study. Teachers and school leaders did not disagree or agree with the extent to which their schools had enough desks and classrooms as reflected in Table 5.10 which shows the weighted mean 2.78, the t-test t $_{(278)}$ = -2.139, p>0.05. This result shows that there is a statistically significant difference between the respondents' responses. Most principals believed that a shortage of desks for students was a serious problem in all schools. The weighted mean values and t-value in Section 5.3.2 were confirmed by the views of principals.

Similarly, Table 5.9, item 43 enquired whether principals had good academic background. They generally agreed with the statement leading to the mean values of 3.99 and 3.54 for teachers and school leaders respectively and the weighted mean of 3.79. The t-test t $_{(278)}$ =3.739, p>0.05 result shows that there is a statistically significant difference between the respondents' responses. All the principals confirmed that the academic qualifications and backgrounds of principals were essential in implementing quality education in schools.

Table 5.14, item 611a shows that respondents agreed while others disagreed that the principals' provided development mechanisms where competent teachers shared their experiences of teaching methods with their colleagues, leading to the mean values of 3.17 and 3.50 for teachers and school leaders respectively and the weighted mean value of 3.31. The t-test t $_{(278)}$ =2.585, p>0.05 result shows that there is a statistically significant difference between the respondents' responses. The results of the quantitative study were supported in detail by the qualitative study and when integrating them, the two provided confirmation of the findings. This enhanced the external validity of the overall research. The triangulation of results and mixing of the quantitative and qualitative approaches also has the potential to overcome the limitations involved in adopting a single method.

5.6 CHAPTER SUMMARY

This chapter analysed both quantitative and qualitative data generated for this mixed-methods study. The questionnaires for teachers and school leaders were analysed separately using descriptive statistics followed by the analysis of qualitative data using categories and themes. The findings highlight that principals face many challenges in implementing quality education in secondary schools of Gedeo Zone. The major one is a lack of resources, which is exacerbated by the ever-increasing student enrollments every year and problems in the management of school property, and the loss or damage of resources. Another challenge identified is the failure by principals to involve and work with parents and other stakeholders due to a lack of awareness about the importance of their role in promoting education quality. The complementarity of mixed-methods research was used in the qualitative phase to confirm the views of teachers and school leaders that emerged in the quantitative phase of the study.

The next chapter provides a general overview of this study, summary of the key findings, conclusions and recommendations drawn from the key findings. The limitations of the study and possible areas for further research are also provided.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The primary object or goal of the research effort was centred on identifying the key obstacles which principals encounter in their efforts in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. As indicated in the previous chapter, both the quantitative and qualitative data were collected and analysed, and the findings were presented, indicating critical areas of the problems. Some of these challenges identified in all the schools selected for the study were: extreme shortages and/or absence of needed school physical facility and various resources, student desks, textbooks, reference books in the library for enriching the learning experiences for both the students and teachers. The focus of this chapter is on summarising the whole range of the research work. To this end, it attempts to present a general overview of the preceding chapters, enumerates a summary of the key findings, and draws relevant conclusions. Finally, recommendations for effective implementation of quality education are put forward. The major limitations of the study are also identified and indicated. Finally, areas for further additional research are suggested.

6.2 OVERVIEW OF THE STUDY

At the outset of the study, the main problem in education in Ethiopia was identified as the ineffective leadership of school principals. If effective implementation of quality education in the zone had been achieved, there would be no need to undertake research work that focuses on the issues. The driving purpose of the study was therefore to appropriately examine the most critical and extant problems in ensuring quality education in secondary schools of Gedeo Zone, Ethiopia. Accordingly, the key research question was: What specific challenges do principals face in the implementation of quality education in secondary schools in the zone? Subsequent chapters dealt with identifying, classifying and investigating the obstacles hindering principals from effectively implementing quality education in secondary schools in the Zone.

Chapter 1 started with statement of the problem as the first step, a discussion of the background to the study, outlining the goals of the study and formulating the guiding research questions. The problems identified were:

- Lack of committed leadership with clear vision;

- Absence of effective governance structures;

- Inadequate and lower levels of qualifications of the academic and support staff;

- Shortages of various types of materials such as textbooks, standard learning rooms, instructional materials, sufficient library collections, physical facilities, and educational technologies that match the curriculum;

- Poor access to clean water for drinking and personal hygiene, and

- Insufficient and delays in the distribution of the recurrent allocation of budgets.

The chapter also dealt briefly with the methodology and methods used for addressing the research questions.

Chapter 2 explored various leadership theories such as 'great man', 'trait', and 'behavioural theories' along with related leadership styles. These theories and styles have relevance to principals and leaders in their roles since they are the ones who adopt all or some the theories and styles in their jobs. The chapter also discussed a theoretical framework that anchored the research in traditional, modern (western) and current Ethiopian education systems.

Chapter 3 presented an extensive literature review that covered global perspectives on the challenges of school leaders in achieving quality education. It also discussed instructional leadership using selected models and practices from countries such as South Africa, Australia and South Korea.

Chapter 4 presented the research methodology and research designs adopted in undertaking this study. A mixed methods approach using both quantitative and qualitative methods was adopted. The data-collection tools were identified as questionnaires and interviews. An explanation of the data analysis methods, namely statistical analysis and thematic analysis was provided. Quality dimensions of the research, such as reliability and trustworthiness of the methods, were also outlined. The ethical considerations that outlined how the rights and privacy of the research participants had to be protected were emphasised.

Chapter 5 presented the findings of the analyses of the data collected through the basic data gathering tools, principally questionnaires and interviews.

Chapter 6 summarises the study and draws conclusions from the findings of the study. It makes recommendations for improving leadership practice, particularly for those engaged in implementing quality education. As indicated above, this chapter concludes with suggestions for relevant areas for further research.

6.3 SUMMARY OF LITERATURE

Triangulation of various leadership theories (such as 'great man', 'trait' and 'behavioural') were used to form a theoretical framework (Uslu, 2019:163) (cf. 2.2). This was followed by a discussion of various leadership styles in relation to the role of principals in bringing about the much-desired quality education. The relevance and relative merits of leadership styles such as democratic, autocratic, transformational, authentic, servant, and laissez-faire, were discussed in some detail. The literature review indicated how leadership theories and styles can help school principals to deal with the challenges they faced in their work of implementing quality education (cf. 2.3).

Finally, the past and present context of education in Ethiopia was described, especially relating to the desired quality and relevance of education (cf. 2.4). Accordingly, policies and experiences of principal selection (cf. 2.6); training and placement of school leaders in the country (cf. 2.7); professional development strategies for principals (cf. 2.8); the key roles principals play in the schools (cf. 2.9); explicit duties and responsibilities of principals in the overall management and development of schools (cf. 2.9); and instructional leadership in the Ethiopian context (cf. 2.10) were discussed extensively in this chapter.

Relevant literature pertaining to school leadership in different countries and themes was dicussed in Chapter 3. The current challenges as well as the prospects of principals in implementing quality education were discussed in some detail (cf. 3.2). The chapter also discussed the model of concepts of leadership (cf. 3.3). Accordingly, the following key areas were dealt with in the chapter:

- requisite management skills (cf. 3.4);
- the models for understanding and improving the quality of education (cf. 3.5);
- school effectiveness (cf. 3.6);
- the standards for selection, training placement and performance evaluation of school principals in Ethiopia (cf. 3.7);
- the three domains and competencies for school principals in Ethiopia (cf. 3.8); and

- instructional leadership practices and models followed in South Africa, Australia and South Korea (cf. 3.9).

6.4 SUMMARY OF QUANTITATIVE FINDINGS

An analysis of quantitative and qualitative data presented in the preceding chapter revealed the findings based on the main research questions and sub-questions.

6.4.1 Main Research Question

The research work was centred on the key question: What challenges do principals face in implementing quality education in secondary schools of Gedeo Zone?

Findings from the literature review of the world of education and authorities on the subject, in-depth interviews with five secondary school principals, and survey studies conducted in twelve secondary schools in Gedeo Zone, confirmed that the challenges of principals at macro-, meso- and micro- levels. Consequently, possible ways and means of effective implementation of quality education in secondary schools of the Zone were identified (cf. 3.2.1 to 3.2.3).

Sub-questions

The basic research questions led to the rise of the following related sub-questions:

i.   Which factors best enable the implementation of quality education in secondary schools of Gedeo Zone?
ii. Which concrete factors hinder principals from effective implementation of quality education in secondary schools of Gedeo Zone?
iii. How do principals deal with the challenges they face in implementing quality education in secondary schools of Gedeo Zone?
iv. What roles do principals play in improving quality education in secondary schools of Gedeo Zone?
v.   What support do principals receive in their efforts of improving quality education in their schools?

6.4.2 How Principals Actively Involve and Work With Parents and Other Stakeholders to Improve Schools (Sub-question 1)

According to Sections 2.5.5 and 3.7.2, it is imperative to enhance active community participation in school management and decision-making in the areas where such participation is possible and essential. As the schools and the community share a common goal that inseparably binds them together, is a vital issue which must not be sidelined. It is therefore critical to raise and sustain the awareness of parents and stakeholders on the importance of closer cooperation and engagement. Relations between schools and communities need to be strong, enduring and founded on ownership of the school as a socially vital entity in the community. It cannot be over-emphasised that this brings parents and the community on board and nurturing collaborative engagement significantly influences the role of each party and the attainment of quality education. The findings in Section 3.7.2 indicate that it is critical that the principals should ensure that parents are regularly updated on the developments in schools. This task can be accomplished by planning and implementing regular parents' meetings where matters concerning school finances and fundraising decisions for addressing critical and immediate shortages, educational issues and security problems are openly discussed in the presence of school leaders and teachers.

6.4.2.1. Principals involve parents in the formulation and implementation of school policies and programmes

The SIP stipulates and encourages schools to strengthen and empower PSTAs. These organised community groups are very important channels through which timely and relevant information is frequently disseminated. The 'school report card' is one of the methods that contribute to evidence-based decisions for continuous improvement (cf. 2.5.5). This was confirmed in the empirical study in Table 5.6 (mean 3.23) where most of the teachers and school leaders abstained from indicating whether they 'disagree' or 'agree' with the question pertaining to the principal's inclusion of parents in formulating and implementing school policies and programmes (cf. 5.6). From the researcher's personal experiences and relatively long-term exposure to the school environment, most secondary school principals lack consistency in effectively working with parents and the communities. This shortcoming poses serious challenges in forging solid and effective working relationships among stakeholders and adversely affects the implementation/delivery of quality education.

6.4.2.2 Principals involve parents in meetings in addressing student discipline problems

The literature in Section 2.5.5 revealed that, in terms of policy, head teachers and teachers are required to empower community members to participate in school decision-making, specifically on important matters that are relevant to them. It is also part of the head teacher's role to sensitise the community about the importance of education for their children's future and persuade parents to send their children to school and support them morally, materially and educationally. This was confirmed in Table 5.6 (mean 3.18) where most teachers and school leaders did not agree or disagree to the question of whether the principals involved parents in student discipline and parental meetings. From his experience as a secondary school supervisor, the researcher has noted that parental involvement and community participation are very limited and the relations between schools and communities are not as strong as they should be. If not properly dealt with, this gap adversely affects teaching-learning and the implementation of quality education. Filling such gaps and building and establishing a lasting relationship between the school and the community are vital for both parties. It is clear that such important collective and cooperative school problem-solving efforts should not be overlooked.

6.4.2.3 Teachers' satisfaction on school principals' performance

The literature in Section 2.8 showed that principals play a decisive and critical role in the formulation and implementation of strategic policies that are meant to improve the teaching-learning processes. Their knowledge of good teaching and learning practices, the kind of leadership they choose and implement for the school and the communities, and the continuous support they provide to teachers are crucial elements in successfully bringing about the cherished school reforms and achieving the desired quality education.

6.4.2.4 Principals mobilise staff to work together on school rules and regulations

According to the literature discussed in Section 2.10, instructional leadership is one of the most complex processes needed to empower a group to achieve organisational goals. To be an effective leader, school leaders need to be well versed in about various leadership theories and styles, and how to apply these in their practice of managing schools so that they can serve their customers effectively and efficiently. This was confirmed in Table 5.8 (mean 4.04) where most principals

agreed that they engaged and worked cooperatively with their staff for effective and sustainable observance of school rules and regulations.

6.4.2.5 Principals work with staff in solving school problems and decision-making

It is generally accepted that there are changes and developments in the socioeconomic world requiring similar changes to be made in the school as well. The school, as a socially important institution, must be the leading agent of change. Accordingly, the literature in Section 2.9 suggested that the changes in society demand that the school and the educational processes and operations should change as well. As the school curricula, teaching-learning methodologies, technologies and related educational factors change, it is imperative that the teachers embark on continuous professional development activities to upgrade their competencies and skills, so that they can adapt to and march with the changes effectively. Table 5.8 (mean 4.19) confirmed that the majority of principals agreed that they effectively worked cooperatively with staff in solving many school problems and decision-making on various problems encountered.

6.4.2.6 Principals encourage individual teachers to improve and evaluate themselves

The literature in Section 2.9.4 depicted that principals applied instructional leadership in assessing whether instructional goals were achieved or not. The self-evaluation is intended to identify teachers' needs and to determine how such concrete needs can be effectively met. It is believed that self-evaluation, action research and what is often called reflective teaching can motivate teachers to do something to address and resolve their weak areas. As reflected in Table 5.8 (mean 4.19), most principals agreed that they encouraged individual staff members to evaluate their own performances and identify the areas that required improvement in their jobs.

6.4.3 The Styles of Leadership Secondary School Principals Applied in School

The literature in Section (2.3) suggested that leadership styles are key to the effective delivery of educational services. In the same way, principals or directors need to have essential leadership skills to properly organise high performance teams and provide them with the required resources to effectively manage their departments. It is a requirement for leaders to have the basic concepts and sufficient levels of understanding about the relative merits of various leadership styles. There is no doubt that this certainly will contribute to one's skills and knowledge of effective and efficient

leadership. With the necessary level of knowledge of each leadership style, the leader could decide on which one to select and apply to fit organisations, situations, groups and individuals.

6.4.3.1 Principals' over-reliance on punishment

The literature (cf. 2.3.2) indicated that autocratic leadership is an extreme form of transactional leadership in which such leaders have complete power over the staff. Decisions about organisational issues are made by the autocratic leader. Consulting and incorporating the views of other staff are foreign to such leaders. Even though the inclusion of the staff is indispensable for the best interest's organisation and the staff, autocratic leaders remain the sole decision-makers. In this style of leadership, threats and punishments are employed to get things done. As reflected in Table 5.9 with the weighted mean of 2.94, most teachers and school leaders did not agree or disagree whether principals relied much on punishment or not. All the interviewed principals confirmed that they did not rely on punishment or on an autocratic style of leadership in their roles.

6.4.3.2 Principals' exercising autocratic character

The literature in Section 3.2.1 revealed that in highly centralised organisations, there is little or no provision for participative decisions, or reception of valuable input from the lower-level staff. Rules, directives, and instructions are often autocratic and top-down and require strict compliance with and full obedience to such 'orders'. Leadership in these organisations tends to be apply a command-and-control approach rather than democratic, participative or laissez-faire. However, most of the school principals exercised various leadership styles interchangeably or adapted their leadership to specific situations according to what is often called the contingency type of leadership. The results from the quantitative data in Table 5.9 (mean 3.57) and the t-test t $_{(278)}$ =2.352, p>0.05 confirmed that there was a statistically significant difference between the respondents' replies to the queries. This shows that the school leaders mainly focus on instructions instead of including teachers who need to be actively involved in decisions about their work.

6.4.3.3 Principals' emphasis on group decision-making

The literature in Section 2.3.1 showed that a democratic leader encourages and paves the way for active participation in decision-making at both individual and group levels. Such a leader works with employees to determine what to do and how to do it. There is no need for close and constant

supervision of employees. A democratic leader trusts his staff in their capacity to perform their jobs. Supervision for such leaders focuses on helping the individuals in dealing with specific problems they encounter. Furthermore, to maintain team spirit and stability of the school environment, principals devote attention to collective decision-making that will significantly contribute to improving the desired implementation of quality of education. This is confirmed in Table 5.9 (mean 3.50) where most teachers and school leaders agreed that principals gave strong emphasis to group decision-making.

6.4.3.4 Principals consult the staff and involve them in decision-making

The literatures in Section 2.3.1 indicate that democratic leaders openly discuss issues with team members and encourage them to join them in the steps of decision-making. Such a leader normally keeps his staff well-informed about all issues that affect their respective work, and shares responsibilities not only in decision-making but in forwarding solutions to problems. An important and prominent character of democratic leader is therefore their strong belief in participative decision-making. Although they are authorised and entitled to have the final say over the last decision-making stage, democratic and participatory leaders often attach more value to working with the collective in a collaborative and encouraging manner. As reflected in Table 5.9 (mean 3.54), most teachers and school leaders agreed that principals consulted members of the teaching staff and took their views into account before making the final decisions.

6.4.4 The Quality of Leadership Principals Implement in Schools

According to the findings in Section 1.2, school principals must be capable of playing vital and decisive roles the school's affairs. They need to place themselves strategically in the position that makes them indispensable in the work of charting the paths of schools effectively. The achievement and efficiency of a school principal in his leadership can be ensured by encouraging mutual respect among the school community, working cooperatively to bring about synergetic effect on the work, and being aware of their subordinates' behaviours. For this reason, society regards principals as curriculum leaders who are responsible for improving the effectiveness of schools in the educational processes.

6.4.4.1 Principals as visionary leaders

The literature in Section 3.4 showed that a leader must have the ability to establish a constructive and favourable climate for the people in a team or an organisation. To create such a constructive climate, a leader must consider factors such as providing structure, clarifying roles for each member, establishing rules and norms, building cohesiveness and *esprit de corps*, and laying down benchmarks of excellence against which performances are measured. As shown in Table 5.10 (mean 3.75), most teachers and school leaders agreed that principals were (or should be) visionary leaders. However, from his experience, the researcher holds that the situation on the ground is quite different from this ideal in the sense that the major desirable activities in schools supported in theory, yet the existing reality shows glaring gaps in practical application. What is needed is practising what is preached for bringing meaningful changes through strong and sustained implementation. The government and concerned stakeholders should therefore to work intensively to change the current situation of Gedeo Zone schools that are far behind in the practical implementation of the policies.

6.4.4.2 Principals' willingness to take risks

The literature in Section 3.2 indicated that in developing countries like Ethiopia, school principals encounter a range of obstacles in their efforts to implement quality education. These include disruptive student behaviours that create a hostile educational environment. Such an environment ultimately results in making the teaching profession a less and less desirable profession. In such contexts, teacher motivation and job satisfaction are adversely affected. As Table 5.10 (mean 3.57) showed, school leaders and most teachers agreed that their principals were willing to take risks in their work. The literature in Section 2.10 also confirmed that principals worked in very complex and challenging environments characterised by social tensions, conflicts, poor security situations, widespread alcohol and substance abuse among students, and other related behavioural problems.

6.4.4.3 Principals' academic background

According to the MOE human resource policy, secondary school principals must have a master's degree, usually in educational leadership and management. Similarly, teachers for Grades 9-12 must have master's degrees in their respective fields or subjects. The goal of the MOE (2010:26) was to upgrade the qualifications of all school directors and supervisors. Accordingly, those who

have certificates must be upgraded to diploma (teacher in Grades 1–4), those with diplomas need to have bachelors' degrees (teaching in Grades 5–8), and those who have bachelor's degree must upgrade their levels to master's degree levels in their specialisations (teaching in Grades 9–12) (Section 3.2). To be effective and successful in fulfilling their missions and purposes, schools must have principals who are proactive and capable of regularly monitoring the school and community environmental changes. Particularly secondary schools deserve to have such educationally qualified professionals who will steer the teaching-learning processes in the right direction. According to the results from the quantitative data in Table 5.9 (mean 3.79), most teachers and school leaders agreed that secondary school principals should hold master's degrees. The t-test t $_{(278)}$ =3.739, p>0.05 findings reveal that there is a statistically significant difference between the respondents' responses. As stated in the demographic background, most teachers (82.8%) and school leaders (78.9%) have bachelor's degrees in their respective fields. This shows a shortfall in complying with the stipulated standards expressed in the government policy with respect to levels of qualifications mandatory for secondary school teachers. This was confirmed in the principals' qualitative part of the study (cf. 5.4.2.2). Ensuring that all teachers in schools meet the qualification requirements set by the MOE demands stronger cooperation and intensive dedicated work from the government, specifically the MOE and all concerned stakeholders (regional governments and education bureaus as well as zonal education offices) in bringing about the desired high quality of education for the nation's future.

6.4.5 Adequacy of Resources in School (Sub-question 2)

The findings of this research in Section 5.6 indicated that the success of teaching and learning is strongly dependent on and determined by the availability of the resources needed, their quality and quantity as well as their timely provision for effective and efficient running of the teaching-learning processes. School leaders are managers in the sense that they are the ones who provide guidance and direction for effective use of such critical educational resources. It is apparent that schools without qualified teachers, textbooks and educational materials can hardly be expected to provide effective teaching and learning, much less quality education.

6.4.5.1 Availability of qualified competent teachers in all subjects

The literature indicated that during the Education Sector Development Programme (ESDP-V period 2015/16–2019/20), all teachers were expected to advance their education levels to the required qualification standard, i.e., a three-year diploma for primary school teachers and a second degree for secondary school teachers (Grades 9–12). It was noted that the quality of school administration and human resource management are critical motivating factors for effective teaching-learning (cf. 2.5.2). This was confirmed in the results indicated in Table 5.6 (mean 3.83) where most teachers and school leaders agreed with the statement that the school had qualified competent teachers in all subjects. However, regarding the demography of teachers and school leaders, Table 5.3 showed that most teachers (130 or 82.8%) and school leaders (97 or 78.9%) have qualification of only bachelor's degrees. This depicts that there is a significant gap between the MOE policy for standards and the existing situation in schools (Section 3.2) in the sense that the policy stipulates that secondary school teachers for Grades 11 and 12 and principals should have master's degrees.

6.4.5.2 Availability of textbooks in schools

The literature indicated that all decision-making regarding resource allocation and management lay with the MOE and such decisions reached the schools through complicated and long bureaucratic channels of the national/federal MOE, REBs, Zone/district education offices, and district/local government education offices (cf. 3.2.1). Empirical evidence in Table 5.6 (mean 2.89) indicated that most teachers and school leaders disagreed to question about whether their schools had necessary student textbooks. This was confirmed in qualitative part of principals response (cf.5.4.2.1) According to the literature in Section 3.2.1, the MOE is the highest policy-formulation and executive authority regarding the provision of pre-primary, primary, secondary and tertiary education in the country. This tall hierarchy has resulted in the bureaucratic decision-making with respect to speedy distribution of much needed supplies and resources for timely commencement and completion of academic activities.

6.4.5.3 Enough reference materials in the school library

According to the literature in Section 2.5.5, the SIP is now a well-established approach for improving school standards. It focuses on engaging the community in school planning and

management so that funds available for each school, namely the School Grant and Block Grant, could be used effectively to reach and maintain the minimum standards that support improvements in the learning outcomes and the environment. This was confirmed in the empirical study in Table 5.6 (mean 2.97) where most teachers and school leaders were disagreed to whether the school had enough reference materials or not in the school library. From his experience, the researcher has observed that secondary schools face serious problems in fulfilling the needs of their students in this regard. This was also confirmed by most principals in the findings from the qualitative data (cf. 5.4.2.3)

6.4.5.4 Availability of sufficient desks and classrooms

Principals in Ethiopia, particularly in the Gedeo Zone, face an immense shortage of physical facilities in their respective schools. So to solve the existing problem school community, concerned stakeholders, and local government should work hard together.

This was confirmed by the findings in Table 5.10 (mean 2.78) where most teachers and school leaders disagree that their schools had enough desks and classrooms.

6.4.6 Challenges that Hinder Principals' Leadership Effectiveness (Sub-question 3)

The literature in Section 3.2.3 showed that many principals experience professional stress because of the many responsibilities they have as stipulated in educational policies. These result in the condition in which principals feel overburdened. Consequently, they suffer from stress and illnesses that lead to further limitations in their job performance but also impairs their personal lives. Furthermore, many principals feel that they often have conflicting priorities they are expected to juggle. In such cases, not everything can always be done well. The school principals have multiple constituencies that include students, teachers, parents, school board members and superintendents. In this setting, they feel that they are always on call and must respond to the queries and demands of each of these groups as soon as possible.

6.4.6.1 Lack of necessary training programmes in school leadership management

According to the literature in Section 2.7, focused training programmes in educational leadership and management are essential for principals. This is particularly true for coping with the ever dynamic and continually changing world of educational leadership. Principals therefore need to

get access to innovative leadership skills. Systematic and ongoing professional training programmes need to be planned and undertaken. Occasional workshops focusing on administration and management that are currently offered should not replace such important training sessions. As Table 5.11 (mean 3.52) confirms, most teachers and school leaders agreed that lack of appropriate and relevant training in school leadership and management has hampered the effectiveness of their schools in educational performance.

6.4.6.2 The problem of work overload and personal quality of principals

The literature in Section 2.9.5 pointed to the principals' leadership ability as one of the decisive factors that lead to the success or failure of educational quality in schools. The principals' leadership role includes his capabilities in mobilising, engaging and motivating the school's educational and related staff to actively grapple with the common problems in the school. The core competencies lie in this skill. A serious misconception and belief held by some people includes the notion that all school management activities are done by school principals only. This belief naturally leads to two negative effects: on the one hand, the principal becomes the sole bearer of the responsibilities and failures in the school affairs. On the other, many of the school staff remains passive spectators in the common issues facing the school, and they have little chance of getting experience from participation in teamwork and sharing the burden with the school leaders. Table 5.11 (mean 3.25) confirmed that most teachers and school leaders agreed that there were problems of too much work and overload for the principals. It is clear that principals bear much of the burden of the school affairs, but they are not expected to be carry it alone. This demanding job requires higher levels ability, energy and commitment to carry out the tasks. Instead of nurturing participative decision-making, collaborative engagement and collective responsibility of the staff, officials at the district levels of education office often look for perfection in people in leadership. In addition to the nearly impossible search for such ideal persons, the idea itself is problematic.

6.4.6.3 Social, organisational and cultural context and school culture

The literature in Section 3.5.4 revealed that school leaders play an essential role in cultivating and nurturing a desirable school culture. A positive and acceptable school culture is believed to create a secure, helpful, welcoming, attractive and decent environment for both students and the staff. Such a culture, in turn, significantly contributes to the noticeable improvements of student

academic achievements. Table 5.11 (mean 3.35) confirmed that most teachers and school leaders agreed that positive social, organisational and school cultural contexts and the school values and norms increase student learning and achievement.

6.4.6.4 The problems of limited acceptance of principals and their capacity to managing change

The literature in Section 2.8 stated that principals' performance and commitment were among the key issues leading to the success of schools. The study also indicated that some of the principals do not properly implement instructional leadership. They fail to effectively perform in each instructional leadership dimension. This was probably linked to the fact of their being assigned or appointed to the post without having few or none of the necessary qualifications in the knowledge and skills of EDPM (Edamo, 2018:20). This was confirmed in the empirical study in Table 5.11 (mean 3.21 and 3.45) where most teachers and school leaders agreed that there were problems of transparency of the principals' placement and their capabilities in managing changes.

6.4.6.5 Selection and placement of school principals

Literature in Section 2.6 showed that the candidate must meet the specified grade level qualifications and standards which include, among others, his being first trained as a teacher, having reached at least the medium position in the teachers' career ladder, served as a unit leader, vice principal, student dean, department head and pedagogical centre head. Despite these clear criteria, the data in Table 5.11 (mean 3.53) reflected that most teachers and school leaders agreed that the selection and placement of school principals were some of the grave challenges in the implementation of quality education.

6.4.6.6 Higher officials instruct rather than support principals

The literature suggested that many principals felt that they have various, often conflicting priorities and that not everything can always be done well (cf. 3.2.3). They had multiple constituencies including students, teachers, parents, school board members and superintendents, and felt that they are always on call and must respond to the needs of those groups. This was confirmed in the empirical study in Table 5.11 (mean 3.51) where most teachers and school leaders agreed that higher officials only gave orders to the principals but did not understand the problems the school

and the principals encountered in their jobs, such as the dire shortages of educational resources and material needs of the school.

6.4.6.7 The lack of integrated work with community

The literature in Section 2.5.5 depicted that the Federal Democratic Republic of Ethiopia education policy gives key responsibilities to head teachers to ensure meaningful and active community participation in various areas of education management and governance, such as areas of school-community cooperation. In terms of policy, head teachers and teachers are required to ensure the empowerment of community members to get involved in school decision-making. It is also part of the head teacher's role to persuade the wider community that education is very important for their children's future as well as the community and the country. This was confirmed in the empirical data in Table 5.11 (mean 3.55) where most teachers and school leaders agreed that they encountered a general problem of working with parents and the community at large.

6.4.7 The Essence of Planning in School (Sub-question 4)

According to the literature in Section 2.9.1, planning is an important component of leadership in the school because it provides the staff with a sense of purpose and direction outlines and clarifies the kinds of tasks they should perform, and explicitly lays down how their activities are related to the overall goals of the school. Planning therefore keeps the efforts of all on track and helps the staff to know precisely how to use their time, energies and resources efficiently and effectively.

6.4.7.1 Principals' skills in developing school plans and objectives

The literature revealed that the school plans must be made democratically, ensuring the active participation of everyone concerned: teachers, students, parents and the community (cf. 2.9.1). It is essential to mobilise the necessary additional resources for achieving the planned activities, both in terms of human resource and material inputs. Therefore, effective plans are those that require the participation of all stakeholders. This was confirmed by the empirical findings in Table 5.12 (mean 3.63) where most teachers and school leaders agreed that the principals were skilled in developing the school plans and objectives clearly.

6.4.7.2 Principals plan towards the achievement of expected goals

The literature in Section 2.10.4 indicated that meaningful learning is more likely to take place when the learner and teacher have agreed on general concepts of the goals being pursued, and their respective duties are explicitly stated. No matter how much is done at school, it is meaningless and often a futile exercise unless teachers and students properly understand why they are doing what they are doing and where they are going. The empirical findings in Table 5.12 (mean 3.56) confirmed this as most teachers and school leaders agreed that principals were capable of preparing plans towards the achievement of the expected goals.

6.4.7.3 Principals' capability to explain the school plan and objectives to the school community

The literature suggested that school principals describe school objectives thorough meaningful planning what to do while organising puts the necessary structures in place to fulfil the plan (cf. 2.9.3). School leaders should facilitate, collaborate and actuate in order to lead to explain the school objectives to stakeholders. The findings in Table 5.12 (mean 3.53) confirmed that most teachers and school leaders agreed that principals are capable of explaining the schools' plans and objectives to teachers and students.

6.4.7.4 Principals work with the staff and parents to implement the plan

The literature in Section 2.9.1 showed that school principals should involve stakeholders and the staff in making strategic plans for the school aligned with the vision and mission statement and should periodically review the existing practice and the organisational goals. Therefore, effective principals work cooperatively with the stakeholders to achieve the school objectives. This was confirmed by the findings in Table 5.12 (mean 3.44) as most teachers and school leaders agreed that principals worked with staff and parents to implement planned activities.

6.4.8 Curriculum Development of School Principals in Secondary School

The literature in Section 2.10.1 indicated that curriculum development, as one of the duties of the principal, must begin with the identification and clarification of educational goals. It true that whoever owns and manages the school greatly influences the curriculum to be applied in the school because the owner designs it in such a way that it will meet and satisfy some identified and clear

needs or purposes. Where the community owns the school, that community/society that must define and determine the role education plays and the tasks the school must perform.

6.4.8.1 Principals identify communities need to implement quality education

The literature in Section 2.5.3 revealed that schools must achieve at least the minimum standards and benchmarks which define the requirements to support effective teaching and learning in a healthy and safe environment, and support community-based school management and decision-making. This was confirmed by the findings in Table 5.13 (mean 3.37) where most teachers and school leaders agreed that the principals fairly identified school community needs so as to implement quality education.

6.4.8.2 Principals work as a resource person in curriculum improvement

The literature in Section 1.2 indicated that effective school leadership entails a proactive approach to dealing with critical issues in the school and that leaders must have sufficient problem-solving skills. Principals occupy a significant position in developing high quality, relevant, critical, and community-oriented curriculum leadership. Leadership is often described as the ability to enlist, mobilise and inspire others to apply their abilities and resources to a given common cause (cf. 2.10.1). This was confirmed in the empirical study in Table 5.13 (mean 3.34) where most teachers and school leaders agreed that principals work as resource persons in curriculum development/improvement.

6.4.8.3 Principals involve teachers in curriculum development

The literature in Section 2.10.1 suggested that principals must prepare teachers for active participation in curriculum implementation at school level. Moreover, a healthy school climate can be created where teachers have opportunities to release their potential, interact with colleagues, use resources efficiently, appreciate individual differences and learn from one another. This was confirmed by the findings in Table 5.13 (mean 3.58) where most teachers and school leaders agreed that principals involved teachers in curriculum development.

6.4.8.4 Principals involve parents in curriculum development

The literature further indicated that all needs change from time to time, and a curriculum that was deemed quite adequate for a society at a particular time would fail to be so when the values and the needs of society substantially change. The principal should therefore be a visionary, capable of identifying the future needs that have a strong relevant bearing on the curriculum. Moreover, the principal should be knowledgeable of the basic curriculum theories and principles so that they can shape the instructional goals and objectives and select and organise the subject matter and learning experiences that should be incorporated (cf. 2.10.1). This was confirmed in Table 5.13 (mean 3.25) where most teachers and school leaders agreed that principals involved parents and community representatives in the processes of curriculum development.

6.4.9 Principals Develop Their Staff in Secondary School

According to the literature in Section 2.10.2, the school principal as an instructional leader should motivate all individuals to plan and pursue CPD programmes. Since such programmes are vital for personal performance improvement, the principal's commitment to monitor and work with the staff is essential. In addition, the principal should see to it that new staff members are properly oriented into the school system and its generally accepted norms and manners of doing things. In this role, senior and experienced staff members are given good and rewarding opportunities to produce the best results.

6.4.9.1 Teachers experience-sharing activities in the school

According to the literature in Section 3.7.4, effective professional development may take many forms and shapes. It should not be put into watertight boundaries. It should also not be confined to formal off-site kinds of programmes. Conversations with colleagues, and reflections on one's actions and experiences, accepting peer and supervisor observations and recording or keeping journals for this purpose, are all effective ways and means for teachers to advance their knowledge and skills in their professional work. The results of the empirical study captured in Table 5.14 indicated that the weighted mean value was 3.31. The t-test t $_{(278)}$ =2.585, p>0.05 result showed that there is a statistically significant difference between the respondents' views. This clearly shows that only few teachers and school leaders agreed with the statement that teachers shared their experiences of teaching methods and methodologies with their colleagues. This indicates that

the implementation of the government policy at the ground level were far from ideal. This certainly indicates that there is a dire need for fundamental attitudinal change and enforcement mechanisms. This problem requires intensive work from all the stakeholders to transform the present situation. Unless this is done and soon, professional stagnation will follow; meanwhile, the curriculum and associated teaching methods/methodologies change continuously.

6.4.9.2 Principals provide short-term training for school community

The literature in Section 2.9.5 indicated that secondary school administrators, along with the district education officials, should plan and implement training workshops for teachers to create and sustain their awareness of the latest trends in education and for community members to enhance their active participation in school activities. The results captured in Table 5.14 with the mean value of 2.95 indicated that few teachers and school leaders agreed that principals provided short-term training at schools through academic seminars and workshops.

6.4.9.3 Principals identify training needs of teachers

The literature showed that training in both subject content knowledge and pedagogical skills are essential for high-quality teaching and learning in secondary education (cf. 2.5.2). With the increasing demand for secondary education, there is a pressing need to produce enough teachers with adequate training to teach the secondary school curriculum competently and meet students' academic needs. The results captured in Table 5.14 with the mean value of 2.95 indicated that few teachers and school leaders agreed that principals identified, planned and implemented the training needs of teachers.

6.4.9.4 Principal develop CPD programmes to teachers

School leaders bear the responsibility for ensuring that learning and student achievements are inclusive, implementing a CPD management strategy within the institution. It is also significant that ensuring that an effective CPD need analysis is carried out each year. Identifying such issues to be incorporated into the CPD programme (such as cooperation and discussion with colleagues) and ensuring that the institution or department produces consolidated annual CPD plan and manages the budget for this programme efficiently all concern the school leader (cf. 2.5.2). This was confirmed in Table 5.13 (mean 3.51) where most teachers and school leaders agreed that

171

principals developed CPD programmes by arranging opportunities, monitoring and evaluating the progress.

6.4.9.5 Principals allocate enough budgets for staff development activities

The study has revealed that principals are well-experienced educational practitioners whose activities include administration, involvement with the PTAs, organising professional development schemes for teachers, timetabling of the academic and related activities, monitoring (annual, weekly and daily) lesson plans, sourcing and allocating budgets and other resources, generating additional revenue for the school and continually improving the learning environment (cf. 2.8). With the mean value of 2.95, the results in Table 5.14 indicate that few teachers and school leaders agreed that principals allocated sufficient budget for staff development activities.

6.4.10 Supervision of School Principals in Secondary Schools

This section outlined the views of teachers and school leaders regarding each of the components of challenges of principals in implementing quality education (cf. 2.10.3).

6.4.10.1 Principals visit the classrooms often to ensure classroom instruction align with school goals

The literature in Section 2.9.3 indicated that supervision plays a key role in improving learning through the monitoring and improvement of instruction. Principals are therefore responsible to assist teachers to improve their practices and to hold them accountable for failure or meeting their commitments to teaching and learning. With the mean value of 3.40, the results in Table 5.15 indicate that most teachers and school leaders agreed that the principals paid regular visits to classrooms to ensure that classroom instructions correctly aligned with objectives and school goals.

6.4.10.2 Principals observe teachers for professional development instead of evaluation

The literature in Section 2.10.3 suggested that the supervision of instruction by school principals is one of their key roles as instructional leaders. As instructional leaders, principals should follow up the day-to-day activities of teachers through supervision. With the mean value of 3.39, the

results in Table 5.15 indicate that most teachers and school leaders agreed that principals observed teachers for professional development instead of evaluation purposes.

6.4.10.3 Principals arrange meeting with teachers before and after supervision

The results in Table 5.15 suggest that, with the mean value of 3.33, most teachers and school leaders agreed that principals arranged and held meetings with teachers before and after supervision.

6.4.11 Evaluation of tasks of school principals in secondary school

This section outlines the views of teachers and school leaders regarding the challenges encountered by principals in implementing quality education (cf. 2.10.4).

6.4.11.1 Principals evaluate the teaching-learning process in the school

The literature in Section 2.10.5 indicated that principals used evaluation as part of their instructional leadership function to assess whether instructional goals had been achieved or not. Hence, the objectives of evaluation are meant to the benefit teachers by assessing their professional needs and motivating them to work on their identified weaknesses. It was noted earlier that the principal is the key person who makes appropriate and timely decisions on important issues of the school. The results in Table 5.16 (mean 3.90) confirmed that most teachers and school leaders agreed with the statement that principals evaluated the ongoing teaching-learning process each semester.

6.4.11.2 Principals and teachers to evaluate the instruction process

The literature in Section 2.10.5 suggests that evaluation was also used to assess whether instructional goals have been achieved. Successful implementation of an instructional programme depends largely on the individual leadership of the school by the principal and the necessary commitment of the teachers. The findings in Table 5.16 (mean 3.70) indicated that most teachers and school leaders agreed that principals used teachers to evaluate each other in order to improve the instructional process.

6.4.12 Goal Clarification of School Principals in Secondary Schools

The literature in Section 2.9 showed that principals play an important role in connecting their schools with the external world and bringing various kinds of knowledge and information into the school community. They are thus strategically positioned to network with the wider community and ensure that schools keep abreast of current initiatives and anticipate future trends and make the community aware of possible changes and adaptations (Abreha, 2014:86).

6.4.12.1 Principals are skilled in developing school goals

The literature in Section 2.10.4 showed that principals communicated school goals or visions to school staff in many ways. These communications include enumerating the goals through faculty and departmental chair meetings. Individual were informed through other meetings such as follow-up conferences and during or after classroom observations. This was confirmed in Table 5.17 (mean 3.55) where most teachers and school leaders agreed that principals were skilled in developing and communicating school goals clearly to their staff.

6.4.12.2 Principals are capable to explain the school goals to school communities

The literature in Section 2.9 showed that the principal should perform certain management tasks in order to achieve the educational goal of quality teaching and learning. These tasks form the basis for a well-managed school and should be implemented by the principal together with the school management and staff. The findings in Table 5.17 (mean 3.51) confirmed that most teachers and school leaders agreed that principals were capable of making the school goals clear to the school communities.

6.4.12.3 Principals are capable for the achievement of expected goals

The literature in Section 2.9.5 indicated that school leaders have a decisive role and task in working with all the stakeholders to develop a vision for the academic success of all students. Developing a shared vision around standards is an essential job of a school leader. The findings in Table 5.17 (mean 3.54) confirmed this since most of the teachers and school leaders agreed that principals were capable of engaging and motivating the teaching staff in the successful achievement of the expected goals.

6.4.13 Respondents Views on the Utilisation of Resources by Principals in Secondary Schools (Sub-question 5)

This section outlines the views of teachers and school leaders regarding each of the components related to the challenges faced by principals in implementing quality education (cf. 3.7.3).

6.4.13.1 Mobilisation of required resources to run the school activities and enhance student learning

The literature in Section 3.7.3 suggest that the physical facilities of the school should be of the type that is healthy, clean and attractive which creates a favourable environment for the actual and potential learners and ensure safety and security for the staff and the learners. This was confirmed in Table 5.18 (mean 3.37) where teachers and school leaders suggested that principals should mobilise the required resources to run the school activities efficiently and enhance student learning.

6.4.13.2 Monitoring the use of resources aligned with the academic standards

The literature showed that material resources provided by both the government and households included textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure, while human resource inputs included managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers (cf. 3.7.3). The results captured in Table 5.18 with the mean value of 3.27 indicated that average numbers of teachers and school leaders agreed the principals undertook monitoring to verify whether the use of resources was geared towards raising academic standards.

6.4.14 Principals maintain continuous school-based in-service training for teachers

This section indicates the views of teachers and school leaders regarding each of the components related to the challenges faced by principals in implementing quality education (cf. 2.10.4).

6.4.14.1 In-service training at the beginning of the year for the teachers

The literature in Section 2.5.2 showed that principals used their training programmes to establish structures and processes at the school level that supported shared leadership in which everyone had a collective responsibility for student learning and for the overall environment of their school.

This was confirmed in Table 5.18 (mean 2.90) where few teachers and school leaders agreed that principals organised in-service training at the beginning of the year for teachers.

6.4.14.2 In-service training for all school-community members

The literature indicated that training sessions help the participant to gain both theoretical knowledge and practical skills in core areas of supervision, such as continuous assessment and classroom observation intended for the on-the-job support for teachers (cf. 2.9.5). With the mean value of 2.57, the results in Table 5.18 revealed that very few teachers and school leaders agreed that workshops were conducted in the school planned for the school community.

6.4.15 Principals use school objectives to assure quality education

This section outlined the views of teachers and school leaders regarding each of the components (cf. 2.9 & 3.7.4) of challenges of principal in implementing quality education. Results in section (3.7.4) indicate that there are serious problems that included shortages of appropriately trained and skilled teachers; loss of competent staff through separations or terminations; widespread feelings of job insecurity; absence and low levels of motivation and morale; lack of staff discipline; and poor teaching and learning strategies. These chronic issues adversely affect the quality of education.

6.4.15.1 Principals have to ensure that teachers perform their duties.

The literature in Section 2.9 indicated that some of the functions of the principal were planning, delivery, assessment and enhancement of education for all students through strategic deployment of needed resources provided by the Department of Basic Education and the school community. This was confirmed in Table 5.18 (mean 3.73). Most teachers and school leaders agreed in their responses that principals had to ensure that teachers effectively discharged their duties in accordance with the established benchmarks.

6.4.15.2 Principals recognise that teachers have a key position in schools

The literature in Section 3.7.3 showed that teachers came from diverse backgrounds and had varying levels of motivation and readiness to actively engage themselves in teaching-learning duties. In this sense, it is critical that the principal should ensure that teachers perform their jobs

in an environment that is conducive to quality teaching and learning through effectively leading and managing the work of non-teaching staff. This was confirmed in Table 5.18 (mean 3.59) where most teachers and school leaders agreed that principals clearly recognised that teachers played key roles in bringing about proper education in all subjects in the syllabus.

6.5 SUMMARY OF QUALITATIVE FINDINGS

This section discusses the findings that were generated from the qualitative part of the study. As stated in Chapter 5, data were gathered from the individual interviews with five principals. To make sense of the massive amount of data generated through the interviews, the empirical findings are presented by relating them to the specific research questions.

The following sections outline how qualitative findings are structured. Section 6.5.1 highlights the specific challenges that hinder principals from implementing quality education. Section 6.5.2 discusses the extent of correlation between the principals' leadership qualities and their performance in leading the school match with their academic background and training. Section 6.5.3 describes the principals' efforts in coping with the challenges related to the implementation of quality education. Section 6.4.3 outlines the principals' roles and their styles of leadership.

6.5.1 Challenges of Principals that Hinder Their Role in Implementing Quality Education

There was a clear consensus among the principals interviewed that a chronic lack of resources posed major challenges to effective implementation of quality education. Another problematic issue was the failure of the REB to plan and conduct training programmes in school leadership and management, and a lack of skills of working with parents and the community in general. There were similarities between the quantitative and qualitative findings obtained from the interviews. Teachers believed that principals had to grapple with several challenges in their schools.

Qualitative data gathered from principals indicated a strong positive correlation and reinforcement to the quantitative data. Principals explained in detail that there were differences among schools in terms of material resource distribution their ratios to student populations. Schools such as Hasse and Quqa secondary schools had appropriate ratios of classrooms and desks while Dilla, Yirgacheff, Gedeb, Chelelktu secondary schools had critical shortages of resources. From experiences as a secondary school supervisor, the researcher noted that there are many variations

among schools with respect to factors such as student enrolments, population density, distance from growing urban centres in terms of school locations, and the drop-out rates during cash-crop cultivation and harvest seasons such as coffee gathering, for instance.

6.5.2 Principals' Quality of Leadership in relation to Their Academic Background and Training

Most principals were able to explicitly describe their style of leadership in relation to their academic backgrounds. Educational qualifications of the principals make a vital contribution to the quality of leadership they provide in their respective schools. This is inseparably linked to how the school is performing in its efforts to achieve its stated objectives and goals. Both the principals and vice principals fully met the standards in their qualifications for leadership since they hold Master of Arts degrees (M.A). The interview data provided detailed and strong support to the quantitative data, and teachers and school leaders confirmed that the principals were competent in their roles.

6.5.3 Principals Attempt to Deal With the Challenges in Implementing Quality Education

Most principals revealed that they had capabilities to deal with the challenges encountered in implementing quality education in their respective secondary schools. They particularly explained that they decided to solve the shortages of books (both text and reference) for students through photocopying the most important ones found in the hands of the teachers and placed them in the library for the students to use. Similarly, one principal disclosed that the ratio of textbooks to students was 1:10, showing a significant scarcity (cf. 5.4.2.3). The principals explained that the scarcity was glaring; in some subjects there was no book at all, including for very important subjects such as mathematics in all high school grades (9–12). For Grades 11 and 12, the principals interviewed stated that they tried to solve the problem of supplies of books through borrowing from the nearby schools and photocopying at a significant cost so that some copies are placed in the school library for use by the students.

6.5.4 Principals' role and their style of leadership in relation to quality education

Most principals were ready to explicitly explain their roles and styles of leadership (cf. 5.4.2.4). The interview findings were corroborated by the quantitative results from teachers and school

178

leaders. All principals who participated in interviews agreed that their dominant leadership style was participative or democratic. Overall, qualitative data gave greater details and shed light on the quantitative data.

6.6 THE INTEGRATION OF QUALITATIVE AND QUANTITATIVE APPROACHES

Since this study chose mixed-methods research, both quantitative and qualitative approaches were used. The former used statistical tools to analyse the data collected through questionnaires from teachers and school leaders, while qualitative data generated from interviews with principals was analysed through thematic analysis. These two approaches were used in two sequential phases, which allowed the integration to occur during data analysis, and the empirical results to be discussed at some length.

The quantitative and qualitative approaches were compared and integrated during data analysis stages as discussed in Chapter 4. This section discusses how the findings from both quantitative and qualitative studies were connected to shed better light on the basic research question: the challenges faced by principals in implementing quality education.

Quantitative data were analysed through descriptive statistics using percentiles and t-tests. On the other hand, qualitative data analysis from the in-depth interviews identified the following four categories:

- The challenges that hinder principals from implementing quality education;
- Principals' quality of leadership in relation to their academic background and training;
- Principals' attempt to deal with the challenges in implementing quality education; and
- Principals' roles and styles of leadership in relation to quality education.

These four categories generated in the qualitative phase were first also identified in the quantitative study, showing that both quantitative and qualitative studies were grounded on the same premises. It is quite clear that the data generated from the two approaches reinforced each other in such a manner that qualitative study provided necessary details to the quantitative study for the purpose of ensuring triangulation and complementarity.

The findings in triangulation obtained from the quantitative study showed that the challenges the principals encounter in their responsibilities had a significant impact on the implementation of

179

quality education. Through their strategic leadership capabilities, the principals were able to exhaustively explore the school environment and the whole range of school activities. On the other hand, in the qualitative study, the challenges these principals have to grapple with revealed that a perennial lack of resources in schools coupled with weak leadership qualities could seriously affect the implementation of quality education. The findings from both approaches established factual and consistent evidence of the challenges faced by principals in implementing quality education. From the quantitative study, these included a lack of adequate resources, ineffective principals' roles, inappropriate styles of leadership adopted, and the failure in ensuring the direct and active stakeholder participation in the affairs of the school.

The findings from the qualitative study further indicated that principals experienced a range of barriers in implementing quality education. These notably included serious scarcities of adequate teaching-learning materials and facilities without which education can hardly be conducted. The evidence from both qualitative and quantitative studies reliably supported the importance of resources in the implementation of quality education.

Similarly, the findings from the quantitative study pertaining to the questions of student textbooks, the qualitative study could conclusively confirm the existence of the problems. According to the views of teachers and school leaders, there were growing shortages in the supply of student textbooks. Most principals also agreed and further elaborated on the existing problems. It was found that these critical shortages of textbooks made it extremely difficult to meet the standard ratio. Even in the newer schools that had limited student enrolments, the questions of textbooks remain unsolved. The study revealed that the ratio of textbooks to students stood at 1:10, in a conspicuous contrast to the MOE rules of 1:1. In some subjects, there is not even one book, including for such important subjects as mathematics and physics for all the grades (9–12) (cf. 5.4.2.3). Regarding the academic staff, it was observed that there was a major problem of scarcity in the supply of competent and qualified teachers in all the subjects. The appointment of teachers was not made at the right time. Such discrepancies result in loss of school periods, failure to complete the curriculum in time, and burdening both the teachers and the students. The planned annual academic calendars were seriously disrupted as a result of such mounting problems in the school. Even when teachers were assigned at the right time, their qualifications were often not compatible with the subjects they were supposed to teach (cf. 5.4.2.1).

6.7 CONCLUSIONS

This research study provided an important insight into the challenges faced by principals in implementing quality education. From the research, it is evident that principals are the key players in the implementation of quality education. Teachers and the PSTAs representing the communities also have crucial roles in the delivery of quality education. Finally, some of the most important conclusions drawn from the study are discussed below.

Firstly, the findings of the study revealed that the implementation of quality education is impeded by many challenges, namely scarcity in the supply of basic instructional materials, facilities, resources and utilities such as electricity, serious shortages of competent and qualified teachers, and complete absence or limited and passive participation of stakeholders in school affairs. It is evident that the success or failure of teaching and learning is likely to be strongly influenced by the resources made available and competent leadership that is committed to sustaining the process and providing guidance and direction on how these resources are managed. It is apparent that schools without teachers, textbooks or learning materials would not be able to do a meaningful and effective job (cf. 6.4.5.2). It was also found that there were glaring absences of capable and dedicated school leadership with clear and achievable visions; relevant governance structures and policies; adequate and appropriately qualified academic and support staff; varied educational and instructional materials such as textbooks, standard classrooms and physical infrastructure and library collections; access to clean water, electricity and technology; and the timely allocation of finances (cf. 6.4.5).

Secondly, the study found that the principals were not motivated to:

- Mobilise the school communities and concerned stakeholders to collectively address school problems.
- Use efficiently whatever resources are available in the school.
- Organise timely seminars with teachers to communicate and share their experiences after supervision.
- Deliver in-service training for school communities.

Thirdly, the findings of the study revealed that the principals resorted to photocopying the most important books found in the hands of teachers and placed them in school libraries for students to

use. This commendable work, although is costly, was intended to solve the shortages of students' textbooks, Despite these efforts, the textbook to student ratio remained high, at 1:10 which is a huge departure from the 1:1 prescription of the MOE (cf. 5.4.2.3). Additionally, due to scarcities of physical facility resources in schools, the schools are forced to seat 60 to 75 students in each classroom, resulting in congestions and discomfort (cf. 5.4.2.3).

Fourthly, the findings indicated that, in general, the leadership quality of principals was limited since only a few of them had master's degrees. This is below the minimum standard set by the MOE which requires master's degrees for school principals. The academic profiles of teachers and school leaders indicated that most teachers and school leaders possessed bachelor's degrees. This shows that there are gaps between MOE policy and the existing situation in schools (cf. 5.3).

6.8 RECOMMENDATIONS

This section puts forward recommendations with reference to the main research question and sub-questions of the study. These are based on and aligned with the last research question which was framed as follows: What recommendations can be made stated in the form of guidelines, to solve the problems and enhance the implementation of quality education? The recommendations are based on the extensive literature review, the empirical research findings and conclusions arrived at. The recommendations are organised into four categories and addressed to each stakeholder: the MOE, REBs, and Zone education offices and district education offices, cluster supervisors and principals respectively.

6.8.1 Recommendations for the MOE

This section proposes recommendations which the MOE can adopt to improve the implementation of quality education in all secondary schools in Ethiopia.

6.8.1.1 Timely distribution of textbooks

According to the literature in Section 2.10.1, one of the most important functions of a principal is facilitating instructional delivery in the school centred on the approved curriculum. Losing control of the curriculum and resource needs would mean disastrous failure for the principal. This certainly leads to disempowering principals from adequately performing their leadership and supervisory roles. Therefore, it is imperative that the MOE should provide necessary instructional materials to

schools in time and in the right quantity. The findings in Section 3.2.1 confirmed that decision-making regarding resource production, allocation and management lies with the MOE.

6.8.1.2 Facilitating regular and summer education for principals and teachers

The findings in Table 5.3 show that most teachers and school leaders had bachelor's degree qualifications. This is below the standard required for professional competency. It is, therefore, recommended that the MOE enforce master's degrees as a standard qualification requirement for secondary school principals and teachers. It is further recommended that the MOE and other agencies should provide and facilitate pedagogical and leadership training for teachers and school principals regularly and continually to constantly improve professional competencies.

6.8.2 Recommendations for the REBs

The present study revealed that, on their own, the principals lacked the capacity to effectively address several challenges that they faced (cf. 6.2.6 to 6.2.13). Accordingly, it is recommended that the REBs should get involved in the provision of relevant support that is deemed to enhance the principals' effectiveness and efficiency in the implementation of quality education. To this end, it is recommended that school leaders and teachers should be trained in the following specific areas:

- Continuous curriculum development (cf. 2.10.1);
- Staff development (cf. 2.10.2);
- Instructional improvement through supportive and problem-solving supervision (cf. 2.10.3);
- Goal clarification for the school academic and support staff (cf. 2.10.4); and
- Performance evaluation (cf. 2.10.5).

6.8.3 Recommendations for Principals and Supervisors

This section recommends strategies that principals and supervisors/inspectors of secondary schools can adopt to implement quality education.

6.8.3.1 Involving parents and other stakeholders to improve quality of education

To increase community participation in school management and decision-making, principals need to sensitise parents and other stakeholders in the communities to the importance of this cooperative

engagement. This sensitisation could be effected using media-based campaigns such as radio, print media, and television and public address systems on market days and celebratory occasions (cf. 2.5.5). It is suggested that where possible and necessary, schools should ensure the involvement of families, learners, teachers, churches, businesses and other similar groups in their operations. Community and parental engagement in school affairs constitutes a firm foundation for ensuring the effective implementation of quality education (Legotlo, 2014:199). Principals must therefore plan and apply ways and means in which parents and other stakeholders actively collaborate with the school to realise quality education.

6.8.3.2 Using effective leadership styles

Principals should have sound theoretical knowledge of leadership styles which they adopt and practice in their jobs. Leadership styles refer to a given method of leading chosen by a leader in a given situation and at a particular time to achieve group goals and objectives (cf. 2.3).

6.8.3.3 Principals should deliver continuous school-based in-service training for teachers

The principal's leadership has a considerable impact on the performance efficiency of teachers. School leaders are therefore expected to play a vital role in providing supportive conditions for teachers to enhance their performance and efficiency (Normasari, 2020:188). This is linked to the kind of leadership chosen for each individual and groups. Secondary school administrators in collaboration with the district education office official should plan and conduct training programmes aimed at improving the teachers' content and pedagogical knowledge and skills. Such training programmes need to include skills in mobilising and ensuring active community participation in school activities (cf. 2.8.5). In addition to these measures, holding formal and planned meetings or short-term training programmes offered by experts to introduce certain innovative educational practices in instructional and school management could meaningfully improve teachers and principals' competencies (Legotlo, 2014:224). Thus, it is recommended that effective in-service training should be provided for academic and administrative staff.

6.8.3.4 Principals should supervise classrooms and provide feedback

Supervision and monitoring of school staff is a core function of educational leaders. Such supervision plays a key role in the overall improvement of learning and student outcomes.

Principals have the responsibility to help teachers improve their practices and hold them accountable for their failure and successes in meeting their commitments to teaching and learning (cf. 2.10.3). The basic challenges teachers encounter in the processes of improving quality teaching and learning include ascertaining that classroom instructional strategies and activities and student evaluation are geared to and based on the educational goals and objectives explicitly stated in the courses (Reddy, Grange, Beets & Lundie, 2015:25).

6.8.4 Recommendations for Zone Education Office and District Education Officer

As indicated earlier, the current study revealed that principals have limitations in their capability to deal with multiple challenges they faced in their work (cf. 3.2.2; 3.2.3). It they are to successfully overcome the challenges, it is very important that they must be empowered through having access to effective support, in the form of short-term training and the provision of material requirements, from the local government, including the education offices at the zone, district and city levels. Thus, it is recommended that the zone education office and district education office should address the critical problems and provide timely and relevant support to schools to achieve the implementation of quality education.

6.8.4.1 The selection criteria of secondary school principal

There was evidence that most the principals had deficiencies in key areas of their knowledge and skills. They are not well-trained and properly supported in their difficult and demanding roles and responsibilities. It is evident then that such limitations unduly undermine the quality of education and the academic achievements of the students in the national examinations (cf. 2.6). Thus, it is strongly recommended that the zone and district education offices should reconsider their recruitment, selection and placement policies. Without skilled, well-trained and competent professionals in education, it is hardly possible achieve quality education. This issue specifically focuses on principals who are expected to lead the staff. If the chronic challenges are to be solved meaningfully, school principals and leaders must have master's degrees in educational leadership and/or EDPM, and when possible, some experience in their profession.

6.8.4.2 Assigning competent qualified teachers in all subjects

In accordance with the government's policy guidelines on teachers' qualifications, it is recommended that teachers for Grades 9–12 should have master's degrees in the subjects they teach. The quality of school administration and human resource management are critical factors in realising effective teaching (cf. 2.5.2). Human resource management obviously includes having clear and established standard procedures for identification of human resource needs, job specifications, advertising the vacancies, recruitment, selection and placement, with monitoring evaluation of the performance of the professional once appointed. Although this task may not be that of the school principals, it can and must be done by the bodies that undertake it, with the school leaders included in the processes. The findings in the research indicate that there is a wide gap between policy and practice in this regard. Therefore, it is recommended that the zone and district education offices, in collaboration with the concerned school leaders, should assign competent and qualified teachers in the right number and time to the schools concerned. Teachers are the most indispensable resource in the schools. To ensure that they can effectively and efficiently carry out their duties, teachers at all levels must be provided with all necessary support. Support may be provided by meeting their requirements for educational materials, filling gaps in their teaching skills and knowledge, encouraging them to develop professionally, and rewarding their best performances and extra efforts to solve school problems.

6.8.4.3 Provide specific training for school leaders and teachers

The REBs, the zone and district education offices together should plan and implement on-the-job training programmes on pedagogical and administrative issues for both teachers and school leaders. This includes allocation of sufficient budgets for various related expenses

6.8.4.4 Constructing/maintaining school facilities.

The organisational structures at the regional and zone levels indicate that they have the delegated powers and authority to implement policies to ensure that there are appropriate educational facilities and opportunities in the zone (cf. 3.2.2). Currently, schools are exposed to multiple limitations of physical resources. Zone and district education offices must take the responsibility for ascertaining that basic school physical facilities and essential school equipment are in place in the schools in their zones and districts.

6.9 CONTRIBUTIONS OF THE STUDY

This study adopted a mixed-methods research approach that is believed to be useful in identifying explaining the challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. As explained in Chapters 1 and 4, mixed-methods research methodology has attracted increasing attention of researchers in the social sciences. It is believed that study significantly contributes to the development of mixed-methods research in education management through providing practical examples of how the combination of quantitative and qualitative approaches can offer a more comprehensive picture of the challenges principals face in implementing quality education.

Integration is an important feature that distinguishes mixed-methods research from mono-method studies, since mixed-methods research creates an interface between qualitative and qualitative research findings (Creswell & Plano Clark, 2018:220). In spite of its recent popularity and application with social science researchers (cf. 4.3.3.1), the processes and methods of integration of the findings of the mixed research and how the researchers can authentically integrate their findings have not been addressed properly (Bryman, 2016:118). This study is believed to provide an example of how quantitative and qualitative data can be integrated at all stages of the study to achieve maximum integration in an explanatory sequential design. In the early stage of designing this study, the rationale for using mixed-methods research was fairly explained (cf. 4.3.3.1), and the central research question was divided into five specific questions to be answered by not only singular methods but also by the integration of the two approaches (cf. 4.3.3).

At the stage of data analysis, the themes emerging from interviews helped the researcher to provide rich descriptions that explained specific results from the initial quantitative phase of the study (cf. 5.3.3). Finally, at the stage of reporting the results, the findings from the quantitative and qualitative phases were connected and synthesised, which helped to provide a more comprehensive and clearer picture of the study. The use of mixed-methods research helped to overcome the limitations of using a single methodology mainly because of the advantage of complementarity (cf. 5.3.3).

The study could potentially contribute to literature on the challenges faced by principals and the strategies they use in implementing quality education. It presents empirical evidence on the

barriers that can impede the implementation of quality education. The findings further revealed that principals lacked cooperation with the concerned stakeholders and did not organise training and experience-sharing with teachers following classroom observation (supervision). These challenges are real impediments to the implementation of quality education. By identifying these challenges and possible strategies that can be applied in meaningfully addressing them, this study makes a considerable contribution to this topic based on the results generated from the views of school leaders and teachers. This thesis draws a comprehensive picture of the challenges facing principals in implementing quality education in Ethiopian secondary schools. The next section presents the framework recommended by the researcher for implementation.

This model seeks to indicate how the steps in the processes of empowering secondary schools on how to resolve the challenges faced by principals in implementing quality education. It is a diagrammatic representation of the roles of the cluster supervisor/supervisor/inspector, heads of department and unit leaders, principals and Parent-Student and Teacher associations in Ethiopia.

6.10 A MODEL FOR ADDRESSING PRINCIPALS' CHALLENGES IN IMPLEMENTING QUALITY EDUCATION
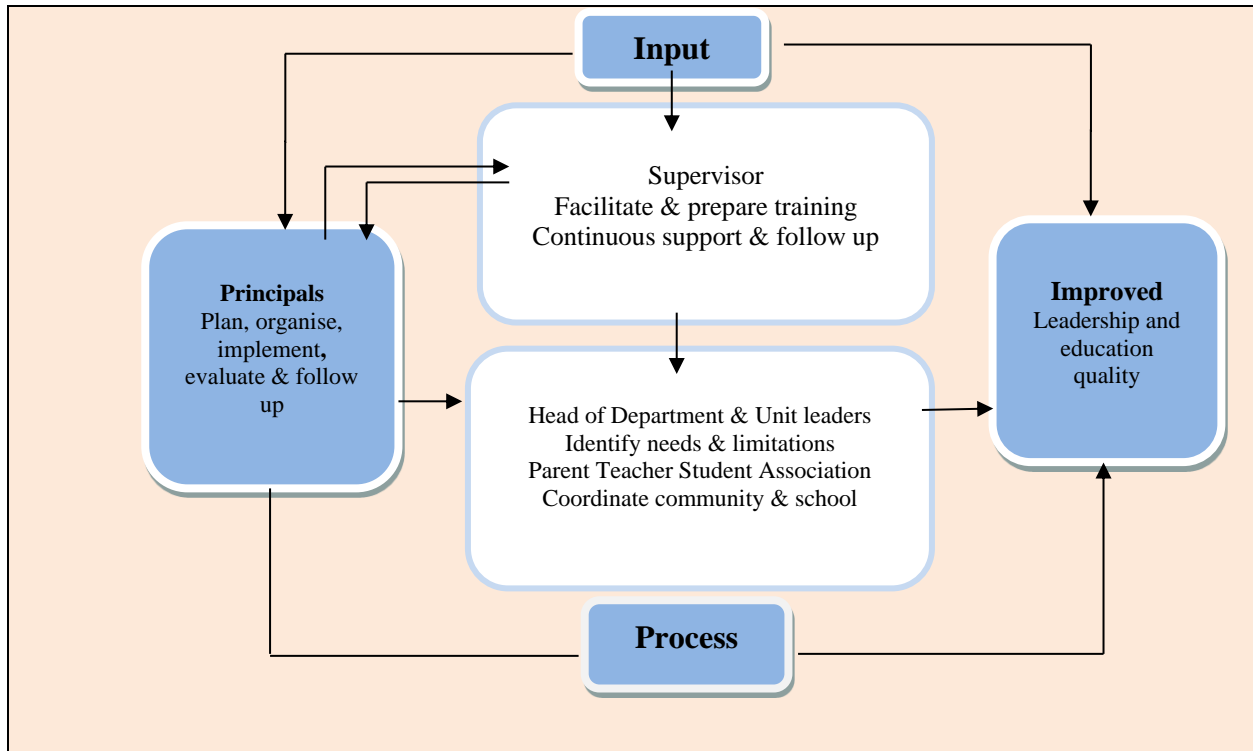
Figure 6.1: A model for addressing principals' challenges in the implementation of quality education

6.10.1 Principals

It can be seen from both the findings and literature review that it is vital that principals should be clear and well-informed about their duties and responsibilities, various leadership theories, styles of leadership, the quality and relevance of education, and the challenges that confront quality education in schools. The model summarises strong relationships among each of these variables. Principals should develop and sustain positive relationships with staff in every activity, making them feel valued and engaged professionals in the schools. The principals need to demonstrate a concern for the proficient and personal wellbeing of their staff. From my experience as a secondary school supervisor, I observed that principals perform their duties in habitual and traditional ways. In many schools, the majority of teachers work without clear direction because the principals do not create an effective and enabling work environment through ensuring that all staff is made aware of their respective roles in the school. Research has confirmed that in many schools, principals are

not capable of managing optimally the human resource in their schools to effectively perform teaching and learning activities (Wasiman et al., 2020:36). To overcome this situation, principals should first be proactive, deeply concerned about their unique role in the school. This change of attitude should lead them to embark on making the school thriving and developing. As an essential part of their leadership role, in conjunction with school supervisors, department heads, unit leaders and PSTA, principals should plan, organise and monitor the implementation of quality education in their respective schools.

6.10.2 Supervisors/cluster supervisors

Supervisors are responsible for verifying that all educational activities are performed in accordance with the rules, procedures and steps in cluster schools. They develop and implement the educational training workshops tailored for improving school and teacher performances,

Follow up on all the teaching-learning activities, including direct classroom observation and monitoring the teaching and learning process during the academic year. Since the core purpose of supervision is centred on improving the teaching and learning processes through effective leadership, the supervisor is required to perform certain administrative duties that create conducive educational environments. Another fundamental role of supervision is to improve instruction at the individual and school levels. Lastly, supervisors are charged with the responsibility of supporting schools to realise the educational goals.

6.10.3 Parent-student teacher associations

PSTA is a structure established for engagement in the collective management of the affairs of the school. Although provided for in the education policy, this structure is still not meaningfully functional in Ethiopian schools, especially in Gedeo Zone. PSTA is designed to serve as a cornerstone that helps to resolve the challenges faced by principals in managing schools. It also functions as a liaison between the school and the larger community. It is believed that the community in which the school is located is its backbone and lifeblood in its activities. The community and the principals should forge strong links between them and establish an effective two-way communications line for the efficient running of the schools.

6.10.4 Heads of department and unit leaders

The heads of department and unit leaders are part of the management body of the school, especially in matter relating to academic affairs. The heads of department are responsible for all aspects of teaching and learning in their respective departments. They play a pivotal role in the teaching-learning process to foster education quality. They are accountable for ensuring whether their departments and teachers are able to cover the annual academic plan of the year, verifying the timely and fair distributions of textbooks to students. Similarly, next to principals, unit leaders play an essential role in schools to solve the problems in the school community in relation to both academic and administrative management.

6.11 LIMITATIONS OF THE STUDY

Section 1.6 defined important terms related to the study. However, like others, this study was faced with several limitations. For justifiable reasons, this study adopted mixed-methods research which is believed to help answer decisive questions that cannot be answered by either quantitative or qualitative research alone. In spite of its advantage this methodology "requires advanced research skills, time and resources for extensive data collection and analysis" (Creswell & Plano Clark, 2018:12). There was also a challenge with the scaling of the questionnaire. Cohen et al., (2018:480) argued that using neither agree nor disagree midpoint in a 5-point Likert scale is vulnerable to being used by respondents who lack enthusiasm to respond to the items of the questionnaire. This may have been the reason for the neutral indecision. In this sense, researchers should consider using a 4-point Likert scale and/or focus on using in-depth interviews to engage intensively. Furthermore time and financial constraints during data collection were the most significant ones that had adverse impacts on the value of the study to a large extent.

As noted in Chapters 1 and 4, the intended samples for both the quantitative and qualitative studies were not met. The quantitative data was collected from 157 teachers instead of the projected 166 in 12 secondary schools in Gedeo Zone, Ethiopia. The qualitative interviews were conducted with five principals instead of six as planned. Finally, due to the problems faced regarding access to targeted interviewees, it took a longer time than expected to secure appointments with the principals due to their busy schedules.

6.12 SUGGESTIONS FOR FURTHER RESEARCH

In spite of the limitations, this study has achieved its purpose. However, the challenges that principals face in implementing quality education are very broad and could not be addressed in this limited scope. Accordingly, it is recommended that further research be undertaken on the following related areas:

- An investigation of the role of teachers in the implementation of quality education in Ethiopian schools.
- An assessment of quality education in Ethiopian secondary schools.
- The effectiveness of principals in leading schools in Ethiopia.

6.13 CONCLUSION

This chapter dealt with the major findings, summary, conclusions, and recommendations. The major findings were discussed based on the research questions that guided the study. This study was underpinned by various leadership theories. To achieve these desired outcomes, great man theory, trait theory and behavioural theory need to be embedded in the leadership knowledge of the principals and other leaders to enhance the implementation of quality education in secondary schools of Gedeo Zone, Ethiopia.

The theories guided the formulation of research findings, the conclusions drawn and their implications. Based on these, several recommendations on how to improve practice, that is, the implementation of quality education in Gedeo Zone Secondary Schools were proposed for key stakeholders, namely the MOE, the REBs, zone education offices, district education offices, cluster supervisors and principals. This is critical because these structures and stakeholders are both the source of problems and the solutions to the implementation of quality education. Finally, the contributions of the study were presented linked to the model developed to address the challenges of principals in implementing quality education in Ethiopian schools.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/11/13

Ref: **2019/11/13/61944289/53/AM**

Name: Mr AG Eshete

Student No.: 61944289

Dear Mr AG Eshete

Decision: Ethics Approval from
2019/11/13 to 2024/11/13

Researcher(s): Name: Mr AG Eshete
E-mail address: 61944289@mylife.unisa.ac.za
Telephone: +251-463814933

Supervisor(s): Name: Prof M Lekhetho
E-mail address: lekhem@unisa.ac.za
Telephone: 012 429 3781

Title of research:

The challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/11/13 to 2024/11/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/11/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
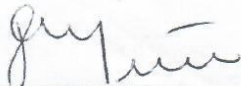
University of South Africa
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Telephone +27 12 429 3111 Facsimile +27 12 429 4150
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3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2024/11/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.
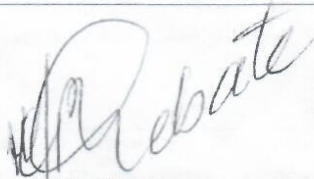
Note:

The reference number **2019/11/13/61944289/53/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

The District Manager

S.N.N.P.R.S Gedeo Zone;

Educational Department

Dilla

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

My name is Alemu Girma. I am a registered PhD student at the University of South Africa in the College of Education under the supervision of Professor M. Lekhetho. I wish to conduct a study in Gedeo Zone Secondary Schools titled: The challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia. The purpose of this study is to find out the major challenges that hinder principals from implementing quality education in secondary schools of Gedeo Zone, Ethiopia.

I hereby seek your consent to visit secondary school teachers and principals in Gedeo (S.N.N.P.R.S) in your district/zone to conduct interviews and administer questionnaires on the challenges faced by principals in implementing quality education.

The participants' identity will be anonymised and whatever will be discussed during the interview will be kept strictly confidential. Participation of the participants will be voluntary and they may withdraw from participating without any consequence. The interviews will take between 20 and 40 minutes respectively. There will not be any compensation for participating in the study.

The report of the findings of the study will be communicated to all the participants and I can be contacted at alemugirma368@gmail.com or 0913087549.

You favourable consideration of my request will be greatly appreciated.

Thank you

Yours Sincerely

Alemu Girma

APPENDIX C: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

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S.N.N.P.R.S G
EDUCATIONAL DEPARTEMEMT

ቁጥር 4/ተረፍ/152/11
ቀን 13/04/ 2012

TO WHOM IT MAY CONCERN

Date: Dec.21/2019

Subject: request for cooperation

Mr, **Alemu Girma** is one of the workers in education office in Dilla town who is PhD candidate in Educational Leadership programme. Currently, he conducting research work on the title **The challenges of principal in implementing quality education in secondary schools of Gedeo Zone, Ethiopia.** In order to successfully carry out his project, he needs your kind and genuine cooperation in providing information and access to the secondary schools in the zone. Therefore, your esteemed office to provide them necessary supports.

Thank you for your kind cooperation

With Best Regards

Zemach Kifle Dayeyo
የትም/መሞሪ ኃላፊ
Education Dep't Head

In replying please quote our Ref No.
P. O. Box 6 ✉

Fax 046-331 2615
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☎ Tel 0912199586

የሥ/ትም/ዝ/ተግ/ዓይሬክቶሬት

Gede'uffa nossatee assinaaxxi wo'laancho cittabaan!!

217

APPENDIX D: SECONDARY SCHOOL PRINCIPAL INTERVIEW GUIDE

1) As a principal of secondary school, describe the adequacies' of resources in your school?

2) In your own view, to what extent do the challenges affect the implementation of quality education?

3) Do you think that academic background of principals has a contribution to quality of leadership? How?

4) As a principal of a secondary school, what specific challenges do you face regarding the implementation of quality education? What is the solution?

5) In what specific areas do you think your leadership style contributes towards the overall activities of the school?

6) What are the barriers that hinder the implementation of education quality package?

7) When do you think the in-service training should be conducted for secondary school principals? Give reasons to support your answer

APPENDIX E: QUESTIONNAIRES TO GUIDE PRINCIPALS

Dear Participant

My name is Alemu Girma. I am a PhD student at the University of South Africa in the College of Education under the supervision of Professor M. Lekhetho. You are invited to participate in a research study titled: **The challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia.** The purpose of this study is to find out the major challenges that hinder principals from implementing quality education in secondary schools of Gedeo Zone, Ethiopia.

I am writing to request your permission to interview the principal. The interviews will be conducted after school hours and each interview will take 20 to 40 minutes. Participants will be asked to answer a few interview questions regarding the topic of the study. Principals and teachers will also be requested to complete a short questionnaire regarding the study in question. I hope that this study can elicit the reasons and obstacles that prevent principals from implementing quality education in schools and propose recommendations that can be adopted for effective use of leadership. There are no identified risks from participants in this study.

The interviews will involve audio recordings with the researcher. Neither names nor any other identifying information will be associated with the audio records or transcripts. The participants' identities will be anonymous and what will be said during the interview will be kept strictly confidential. Your participation is voluntary and you may withdraw from participating without any consequence. There will be no compensation for participating in this study.

The report of the findings of this research study will be communicated to all the participants and I can be contacted at alemugirma368@gmail.com or 0913087549. Thank you for your consideration, and I look forward to your participation in this research.

Your signature on the reply slip indicates that you have read the above information, are an adult and agree to participate in the study of the challenges that hinder principals from implementing quality education in secondary schools of Gedeo Zone.

Yours Sincerely

Alemu Girma

Part I: - **Background Information**

Instruction:-

• Please make a tick mark (√) in the boxes provided.

• Please give only one answer to each item unless you are requested to do otherwise

1. Gender: A. Female ☐ B. Male ☐

2. Name of the school --

3. Age

  A. 25 years and below ☐   B.26—35years☐ C. 36—45 years ☐

  D. 46—55 years ☐ E. 56 years and above ☐

4. Level of education:

        A. Diploma ☐ B. B. A/B.Sc/ B.ed ☐ C. M.A/M.Sc ☐

5. Field of Study (principals)

        A. Educational Leadership/EDPM ☐ B. One of subject given in schools ☐

6. Years of service: as a teacher

        A. 5 years and below☐ B. 6-10 year ☐ C. 11-15 years ☐

  D. 16-20 years ☐ E. 21 years and above ☐

7. Years of service: as a principal

  A. 5 years and below ☐ B. 6-10 years ☐ C. 11-15 years ☐ D. 16-20 years ☐

  E. 21 years and above ☐

Part II: Assignment of principals

The following questions are concerned about selection criteria of secondary school principals.

Instruction: Please select your choice and make a tick mark (✔) in the boxes provided

1. How was you were assigned?

      A. By placement ☐   D. By teachers election ☐

        B. By competition ☐   E. By recommendation ☐

      C. By promotion ☐

2. Which of the following is preferred assignment of principals?

        A. By placement ☐   D. By teachers election ☐

        B. By competition ☐   E. By recommendation ☐

        C. By promotion

Part III. Availability of resources in schools for effective teaching and learning. Please kindly rate the variables by putting "✔" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)

No	Indicators	5	4	3	2	1
1	The extent to which your school has qualified and competent teachers in all subjects					
2	The extent to which your school has necessary student textbooks					
3	The extent to which your school has enough reference materials in the school library					
4	The extent to which your school has adequate amount of budget/finance					
5	The extent to which your school has enough desks and classrooms					

Part IV. How the principals involve and work with parents and other stakeholders so as to improve and help the environment for teaching and learning process. Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)

No	Indicators	5	4	3	2	1
1	The extent to which principals involve Parents in formulating school policy and programme					
2	The extent to which the principals involve for implementing school policy and programme					
3	The extent to which the principals involve parents in student discipline problem					
4	The extent to which the principals invites parents to participate in meetings					
5	The extent to which the principals creates a strong link between the school and stakeholders for the implementation of quality education					

Part V. To what extent teachers are satisfied in their principal performance Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)

No	Indicators	5	4	3	2	1
1	The extent to which the principal involves and works cooperatively with staff in executing school rules and regulations					
2	The extent to which the principal works cooperatively with staff for solving problems and making participatory decision – making					
3	The extent to which the principal encourages individual to self – evaluate performance and identify the area of improvement					
4	The extent to which the principal build conciseness and acceptance on established rules and regulations					

Part VI. The styles of leadership the secondary school principals are applied in the school. Please rate the variables by putting "✓" under the scale you agree, use the following scales strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1)

No	Indicators	5	4	3	2	1
1	Principals rely much on Punishment					
2	Principal has directive (an authoritarian) character					
3	Principal gives emphasis to group decision – making					
4	Principal consult staff and take their ideas into consideration before taking decision					
5	Principal gives complete freedom to the staff					
6	Principals tries to satisfy everyone in school					

Part VII. The quality of leadership principals implement in secondary schools. Please rate the variables by putting "✓" under the scale you agree, use the following scales strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1)

No	Indicators	5	4	3	2	1
1	Principal is visionary leaders					
2	Principal is willing to take risks					
3	Principal has good academic background					
4	Principal is trustworthy and straight with school communities					

Part VIII. Challenges faced by principals

The followings are challenges that may hinder leadership effectiveness of school principals. Please rate each problem to what extent it affects leadership practices of school principals from very low to very high and put (✓) mark, which closely represents your opinion, strongly agree (5), agree (4), undecided(3)disagree(2), and strongly disagree(1)

No	To what extent do the following challenges may hinder leadership practices?	5	4	3	2	1
1	Lack of training in school leadership management					
2	Lack of adequate resources					
3	The problem of work overload					
4	Lack of personal leadership quality					
5	Social, organisational and cultural context and school nature					
6	The problems of limited acceptance of principals					
7	The problem of managing change					
8	Selection and placement of school principals					
9	Higher officials only order principal but not share the problems					
10	Quick turnover of the principals' appointment					
11	Problem of Working with parents and the community in general					

Part IX. The leadership functions that school principals spend much of their time.

These are planning Curriculum development, staff development, supervision, evaluation and goal clarification. Please rate the variables by putting "✓" under the scale you agree, use the following scales strongly agree (5), agree (4), undecided (3) disagree (2), and strongly disagree (1)

No	Planning	5	4	3	2	1
1	Principal is skilled in developing school plans and objectives clearly					
2	Principal is capable of preparing plans for achieving of the expected goals					
3	Principal is capable of sharing the school's plan and objective with teachers and students.					
4	Principal works with the staff and parents to implement the planned activities					

		5	4	3	2	1
5	Principal encourages the staff towards the achievement of goals according to the plan.					
	Curriculum Development	5	4	3	2	1
6	Principal identifies school communities' needs so as to implement quality education.					
7	Principal works as a resource person in curriculum improvement					
8	Principal involves teachers in curriculum development					
9	Principal involves parents in curriculum development.					
10	Principal identifies school communities' need so as to improve curriculum.					
	Staff Development	5	4	3	2	1
11	The principal provides development mechanisms through which competent teachers share their experiences of teaching methodologies with their colleagues.					
12	The principal help to provide short-term training at school by preparing academic seminars, workshops, etc					
13	The principal identifies training needs of teachers					
14	The principal reads s current educational publications and encourages teachers to do so.					
15	The principal develops CPD programmes and arranges opportunities, monitors and evaluates progress.					
16	The principal allocates enough budgets for staff development activities.					
	Supervision	5	4	3	2	1

17	The principal visits the classrooms often to ensure that the classroom instruction aligns with the school goals.					
18	The principal observes teachers for professional development rather than for evaluation					
19	The principal arranges meetings with teachers before and after supervision					
20	The principal organises seminars with teachers to share their experiences after supervision.					
	Evaluation	5	4	3	2	1
21	principal evaluate at each semester the ongoing achievements of the teaching-learning process					
22	The Principal has the capability to evaluate teachers					
23	The principal provides feedback to teachers					
24	The principal has capabilities in evaluating teachers					
	Goal clarification	5	4	3	2	1
25	Principal is skilled in developing school goals clearly					
26	The principal is able to communicate the school goals to communities					
27	The principal encourages staff to achieve the expected goals.					
28	The principal supports staff to achieve the set goals					
	Utilisation of resources	5	4	3	2	1

No	Indicators	5	4	3	2	1
29	Mobilise required resources to run the school activities to enhance student learning					
30	Monitor the use of resources aligned to the academic standards					
31	Review the strategies and working guides of resource management in schools					

Part X. **To what extent principals maintain continuous school-based in-service training for teachers in order to improve education quality Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)**

No	Indicators	5	4	3	2	1
1	In-service training at the beginning of the year for the teachers					
2	In-service training twice a year					
3	In-service training for all school community					
4	In-service training for the department heads					
5	Shortage of appropriately trained teachers affecting quality education					

Part XI. **To what extent principals apply school objective to assure quality of education. Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)**

No	Indicators	5	4	3	2	1

1	The principal has to ensures that teachers perform their duties					
2	Principal recognises that teachers have a key position in all kinds of education					
3	Principal has strong leadership, a safe and welcoming school environment, good community and incentives in achieving quality education					
4	Physical facilities of the school that affect quality of education					

APPENDIX F: QUESTIONNAIRES TO GUIDE TEACHERS

Dear Participant

My name is Alemu Girma. I am a PhD student at the University of South Africa in the College of Education under the supervision of Professor M. Lekhetho. You are invited to participate in a research study titled: **The challenges of principals in implementing quality education in secondary schools of Gedeo Zone, Ethiopia.** The purpose of this study is to find out the major challenges that hinder principals from implementing quality education in secondary schools of Gedeo Zone, Ethiopia.

You will be asked to complete a short questionnaire regarding the study in question. I hope that this study can elicit the reasons and obstacles that prevent principals from implementing quality education in schools and make recommendations that can be adopted for effective use of leadership. There are no identified risks from participants in this study. Your participation is voluntary and you may withdraw from participating without any consequence. There will be no compensation for participating in this study.

The report of the findings of this research study will be communicated to all the participants and I can be contacted at alemugirma368@gmail.com or 0913087549. Thank you for your consideration, and I look forward your participation in this research.

Your signature on the reply slip indicates that you have read the above information, are an adult and agree to participate in the study of the challenges that hinder principals from implementing quality education in secondary schools of Gedeo Zone.

Yours Sincerely

Alemu Girma

Part I: - **Background Information**

Instruction:-

• Please make a tick mark (√) in the boxes provided.

• Please give only one answer to each item unless you are requested to do otherwise

1. Gender: A. Female ☐ B. Male ☐

2. Name of the school ---

3. Age A. 25 years and below ☐ B. 26--35 years ☐ C. 36—45 years ☐

  D. 46—55 years ☐ E. 56 years and above ☐

4. Level of education: A. Diploma   ☐ B. B. A/B.Sc/ B.ed ☐ C. M.A/M.Sc ☐

5. Field of Study

  A. Educational Leadership/EDPM ☐ B. One of subject given in schools ☐

6. Years of service (teaching)

  A. 5 years and below ☐ B. 6-10 year ☐ C. 11-15 years ☐

  D. 16-20 years E. 21 years and above ☐

Part II. The adequacies of resources are available in school to implement quality education for teaching and learning process. Please kindly rate the variables by putting "√" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)

No	Indicators	5	4	3	2	1
1	The extent to which your school has qualified and competent teachers in all subjects					

231

No		5	4	3	2	1
2	The extent to which your school has enough reference materials in the school library					
3	The extent to which your school has necessary student textbooks					
4	The extent which your school has adequate amount of budget/finance					
5	The extent to which your school has enough desks and classrooms					

Part III. How the principals involve and work with parents and other stakeholders so as to improve and facilitate the environment for teaching and learning process. Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)

No	Indicators	5	4	3	2	1
1	The extent to which principal involves Parents in formulating school policy and programme					
2	The extent to which the principals involve for implementing school policy and programme					
3	The extent to which the principals involve parents in student discipline problem					
4	The extent to which the principals invites parents to participate in meetings					
5	The extent to which the principals creates a strong link between the school and stakeholders for the implementation of quality education					

Part IV. The styles of leadership the secondary school principals are applied in the school. Please rate the variables by putting "✓" under the scale you agree, use the following scales strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1)

No	Indicators	5	4	3	2	1
1	Principal relies much on Punishment					
2	Principal has an authoritarian character					
3	Principal gives emphasis to group decision – making					
4	Principal consults staff and take their ideas into consideration before taking decision					
5	Principal gives complete freedom to the staff					
	Principal tries to satisfy everyone in school					

Part V. To what extent do principals' work to implement quality education in secondary schools? Please rate the variables by putting "✓" under the scale you agree, use the following scales strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1)

No	Indicators	5	4	3	2	1
1	principal is visionary leaders					
2	principal is willing to take risks					
3	principals is good academic background					
4	principal is trustworthy and honest with school communities					

Part VI. Challenges faced by principals

The followings are challenges that may hinder leadership effectiveness of school principals. Please rate each problem to what extent it affects leadership practices of school principals from very low to very high and put (✓) mark, which closely represents

your opinion, strongly agree (5), agree (4), undecided(3)disagree(2), and strongly disagree(1)

No	To what extent do the following challenges may hinder leadership practices?	5	4	3	2	1
1	Lack of training in school leadership and management					
2	Lack of adequate resources					
3	The problem of work overload					
4	Lack of personal quality					
5	Social, organisational and cultural context and school nature					
6	The problems of limited acceptance of principals					
7	The problem of managing change					
8	Selection and placement of school principals					
9	Higher officials only order principal, but do not share the problems					
10	Quick turnover of the principals' appointment					
11	Problem of Working with parents and the community in general					

Part VII. The leadership functions that school principals spend much of their time. These are planning Curriculum development, staff development, supervision, evaluation, and goal clarification. Please rate the variables by putting "✓" under the scale you agree, use the following scales strongly agree (5), agree (4), undecided (3) disagree (2), and strongly disagree (1)

No	Planning	5	4	3	2	1
1	principal is skilled in developing school plans and objectives clearly					
2	principal is capable of preparing plans for achieving the expected goals					
3	Principal is capable of sharing the school's plan and objective with teachers and students.					

		5	4	3	2	1
4	principal works with the staff and parents to implement the planned activities					
5	Principal encourages the staff towards the achievement of goals according to the plan					
	Curriculum Development	5	4	3	2	1
6	Principal identifies school communities' needs so as to implement quality education					
7	Principal works as a resource person in implementing quality education					
8	Principal involves teachers in implementing quality education					
9	Principal involves parents in implementation of quality education					
10	Principal identifies school communities need so as to implement quality education					
	Staff Development	5	4	3	2	1
11	The principal provides development mechanisms through which competent teachers share their experiences of teaching methodologies with their colleagues.					
12	The principals help to provide short-term training at school by preparing academic seminars, workshops, etc					
13	The principal identifies training needs of teachers					
14	The principal reads current educational publications and encourages teachers to do so					
15	The principal develops CPD a programme encourages, opportunities, and monitor and evaluate progress.					
16	The principal allocates enough budgets for staff development activities					
	Supervision	5	4	3	2	1
17	The principal visits the classrooms often to ensure that the classroom instruction aligns with the school goals					

18	The principal observes teachers for professional development rather than for evaluation					
19	The principal arranges meetings with teachers before and after supervision					
20	The principal organises seminars with teachers to share their experiences after supervision					

	Evaluation	5	4	3	2	1
21	The principal evaluates the ongoing achievements of the teaching and learning each semester.					
22	The Principal use teachers to evaluates results to improve the instruction process.					
23	The Principal provides feedback to teachers.					
24	The principal has capability to evaluate teachers.					
	Goal clarification	5	4	3	2	1
25	The Principal is skilled in developing school goals clearly.					
26	The principal is able to communicate the school goals to communities.					
27	The Principal encourages staff to achieve the expected goals					
28	The principal supports staff to achieve the set goals.					
	Utilisation of resources	5	4	3	2	1
29	Mobilise required resources to run the school activities to enhance student learning					
30	Monitor the use of resources aligned to the academic standards.					
31	Review the strategies and working guides of resource management in schools.					

Part VIII. **To what extent principals maintain continuous school-based in-service training for teachers in order to improve education quality. Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)**

No	Indicators	5	4	3	2	1
1	In-service training at the beginning of the year for the teachers					
2	In-service training twice a year					
3	In-service training for all school community					
4	In-service training for the department heads					
5	Shortage of appropriately trained teachers affecting quality education					

Part IX. **To what extent principals apply school objective to assure quality of education. Please kindly rate the variables by putting "✓" under the scale you agree, use the following scales; very high (5), high (4), medium (3) low (2) and very low (1)**

No	Indicators	5	4	3	2	1
1	The principal has to ensure that teachers perform their duties					
2	Principals recognises that teachers have a key place in all kinds of education					
3	Principals show strong leadership, a secure and welcoming school environment, good community and incentives in achieving quality education					
4	Physical facilities of the school affect quality of education					

APPENDIX G: CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return Slip)

I _____ (Participant Name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the audio recording of the interview.

I have received a signed copy of the informed consent agreement.

_____   _____

Participant's Name & Surname (please print)   Participant's Signature & Date

ALEMU GIRMA ESHETE

　　　　　　　　Researcher's Signature & Date

APPENDIX H: TURNITIN REPORT

THE CHALLENGES OF PRINCIPALS IN IMPLEMENTING
QUALITY EDUCATION IN SECONDARY SCHOOLS OF GEDEO
ZONE, ETHIOPIA

ORIGINALITY REPORT

30%	28%	10%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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APPENDIX I: CONFIRMATION OF PROFESSIONAL EDITING

Blue Diamonds Professional Editing Services (Pty) Ltd

Polishing **your** brilliance

Email: jacquibaumgardt@gmail.com

Website: www.jaybe9.wixsite.com/bluediamondsediting

27 January 2023

Declaration of professional editing

THE CHALLENGES OF PRINCIPALS IN IMPLEMENTING QUALITY EDUCATION IN SECONDARY SCHOOLS OF GEDEO ZONE, ETHIOPIA

by

ALEMU GIRMA ESHETE

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 400 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

Baumgardt

Dr J Baumgardt
UNISA: D. Ed. Education Management
University of Cape Town: Certificate in Copy Editing
University of Cape Town: Certificate in Corporate Coaching
Full member: Professional Editors Guild (BAU001)
Intermediate member: Chartered Institute of Editors and Proofreaders (CIEP 21858)

Blue Diamonds Professional Services (Pty) Ltd (Registration Number 2014/092365/07)
Sole Director: J Baumgardt