ARTICLE ON FACTORS THAT INFLUENCE EFFECTIVENESS OF LEADERSHIP, IN CASE OF SECONDARY SCHOOLS, ETHIOPIA

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Abstract: **Leadership is the ability of a manager to influence subordinates to work with confidence and enthusiasm. This research aimed to analyze the factors that influence the effectiveness of school leadership in case of Wombera secondary school by employing descriptive survey research method, qualitative and quantitative research approaches were used questionnaires, document analysis and interview were used to gain real answer of each 32 teachers, 30 students, 5 PTA and 1 principal totally 68 sampled individuals were participated. The result of the study shows that due to school rules and regulation not properly implemented, Lack of initiation and motivation, Lack of proper planning, controlling, implementing and evaluating with stake holders, Lack of proper awareness on SIP, and poor Resource utilization. The communication between teachers and students are low, the school leaders have low understanding about student learning, the organization system of pupils control are low, The behavior of student and teachers not good for teaching learning process. This leads to the community to loss trust on the school. Therefore, there should be clear hierarchical communication, clear participatory planning, implementation, controlling and evaluating mechanism and wise use of resources are derived from the study to minimize factors that hinder effectiveness of school leader ship.**

I: INTRODUCTION

About 115 million children in developing countries are not in school; the bulk of these children live in Sub-Saharan Africa and South Asia (United Nations 2005 Report, in La Rocque, 2008). Progress has been made towards meeting the education, one of the eight Millennium Development Goals (MDGs), a lot remains to be achieved; particularly in developing countries (UNDP Report, 2012). In Ethiopia, the report purports that Ethiopia will meet six of the eight millennium development goals; provided there is a strong leadership commitment. Numerous ongoing education reforms in many countries require school leadership at both system and institutional levels from the kindergarten to vocational and higher education. As mentioned in (Pynes, 2004) an excellent leadership competence such as establishing vision and maintaining it for a long term, big picture prospective to move organizational goal forward, integrity-build trust through demonstration of ethical behaviour and personal authenticity is necessary. In addition to these, result oriented and focused efforts on attaining clear, concrete, timely and measurable outcomes that are important to the organization and uses sound judgments for collaboration with others help the organizations to create effective action plans based on appropriate information (Pardey, 2007). In Wombera, Debrizeit City around the study area, parents need reinforcement for registering their sons in school. These shows the communities are contributed to both lack of respect and lack of trust in the quality of the teaching. School leaders are expected to provide the kind of educational leadership that can satisfy the needs of consumers in the sector: students, teachers, parents, government and the private sector but in the school the activity is not seen. There seems to be limited coordination and partnership at one hand and limited share of the vision of schools through teachers and managers in Wombera secondary school. The researcher initiated to conduct this study in order to find out the factors that hinder the effectiveness of secondary school leadership in Wombera secondary school.

STATEMENT OF THE PROBLEM

Ministry of Education (2005:16) commented that: Principals as educational leader play a pivotal role in the success of the school. In the successful school leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members. From the above discussion one can understand that without influential educational leaders, it is impossible for schools to attain their educational outcomes. Critiques of the ineffectiveness of the school leadership do not take into account the specific and diverse policy and governance related factors within which it is exercised (Bush and Bell, 2002). Effective school leadership substantially boosts students' achievements (Sisman, 2004). School climate, leadership styles and quality institutions are frequently associated with effective schools. Related school problems such as financial, materials, human and logistics including facilities that influence teaching-learning processes and achievements of students enhance the leadership problems in the schools. In this respect the effectiveness of the schools in the region is not empirically assessed. The objective of the study was to assess the factors that affect the effectiveness of school leadership in the school and associate the results to the role of school principals and effective implementations of strategies in the case of Wombera Secondary School.

OBJECTIVES OF THE STUDY

Inline with the above problems, the following objectives were outlined:

- To Assess the factors that affect the effectiveness of secondary school leadership in Wombera secondary school.

- To investigate the role of the principal in ensuring secondary school leadership effectiveness in Wombera secondary school.

II. REVIEW OF RELATED LITERATURE

Leadership is the ability of a manager to influence subordinates to work with confidence and enthusiasm. If subordinates are only guided by rules and regulation enforced by managerial authority, they may work just enough to satisfy the requirements for holding their jobs. Leadership is import anent and necessary for achieving individual, group and organizational performance. Managers, Whether they are chief executive officers or first-line supervisors influence attitudes and expectations that encourage or discourage performance. So, cure or alienate employee commitment, reward or penalize achievement, Leadership can be defined in different ways: Leading is the function of management involving the Process of influencing Peoples so that they will contribute to organization and group goals, Leadership is getting people to do their work willingly, even when they don't really want to do it at all, Leadership is the activity of influencing people to strive willingly for mutual objective (Bante, etal, 2006)

LEADERSHIP THEORIES

TRAIT THEORY OF LEADER SHIP

The thinking and discussion of leadership has evolved the years from a trait—based approach to the concept of teams without boss. In order to examine the various views of leadership, it is necessary to trace some of the historical foundations of a number of approaches. Some of the foundation is considered today to be rather simplistic. on the other hand; some of the foundation is considered today to be rather simplistic on the other hand; some of foundation is so complex that practitioners find little value in what is of freed. Much of the early discussion and research on leadership focused on identifying intellectual, emotional, physical and other personal traits effective leaders. This approach assumed that a finite number of individual traits of effective leaders could be found. To a significant extent. the personnel testing component of scientific management supported this trait theory of leadership. In addition to being studied by testing the traits leaders have been examined by observation of behavior in group situations, by choice of associates (voting). By nomination or rating by observes, and by analysis of biographical data (Ivancevich, et al, 2005)

Behavioral Leadership Theory

This phase of leadership research began during world war II as part of an effort to develop better military leaders. It was an outgrowth of two events: the seeming in ability to trait theory to explain leadership effectiveness and the human relations. Movement, an outgrowth of the Hawthorne studies, instead of on personality traits. It was believed that leader behavior (called leadership styles) that enables leaders to effectively influence other (hersey, et al, 2001). **Situational Theories of Leadership**

When the search for the "best" set of traits of traits or behaviors failed to reveal an effective leadership mix and style for all situations, situational theories of leadership evolved. These theories suggest that leadership effectiveness is a function of various aspects of the leadership situation. The contingency model of leadership effectiveness was developed by fielder by fleder and postulates that performance of groups is dependent on the interaction between leadership style and situational favorableness. Leadership tyle is measured by the least proffered co-worker scale (LPC) an instrument developed by fiddier that assess the degree of positive of negative feelings held by person towards someone with whom he/she least preference to work (ivancevich, etal, 2005).

Path Goal Theory of Leadership

Several contingency theories have been proposed over the years, but path goal leadership theory has withstood solentific critique better than the others.

Path goal theory states that effective leaders influence employee satisfaction and performance by making their need satisfaction contingent on effective job performance. Leaders strengthen the performance to outcome expectancy and valences of those outcomes by ensuring that employees who perform their jobs well. A higher degree of need fulfill men than employees who perform poorly.

Effective leaders strengthen the effort to performance expectancy by providing the information, support, and other resource necessary to help employees complete their tasks. Path goal theory advocates servant leadership. Servant leaders do not view leadership al a position of power rather they are coaches, stewards and facilitation's.

Servant leaders ask "how can I help you?" rather than employees to serve them.

This theory specifies four leadership styles; that are:

- Directive:- these are clarifying behavior that provide a psychological structure for subordinates. The leader clarifles performance will be judged.
- Supportive: - these behaviors provide psychological support for subordinates. The leader is friendly and approachable; makes the work more pleasant; treats employees with equal respect and shows concen for the status, needs and well-being of employees.
- Participative: these behaviors encourage and facilitate subordinate involvement in decision beyond their normal work activities.
- Achievement Oriented:- These benaviors encourage employees to reach their peak performance the leader seta challenging goals, expects employees will assume responsibility and accomplish challenging goals. Path goal model contends that effective leaders are capable of se;ecting the most appropriate behavioral style (or styles) for that situation (StevenL Mc Shane).

Transactional and Transformational Leadership

Transactional Leadership

The transactional leader helps to follower identify what must be done to accomplish the desired results. In helping the follower identify what must be done. The leader takes in to consideration the persons self concept and esteem needs. The transactional approach uses path goal concepts as part of its frame work and explanation.

The Transformational Leader

Transformational leader motivates followers to work for goals instead of short term self interest, and for achievement and self actualization instead of security. In transformational leadership. Viewed as a special case of transactional leadership, the employees reward internal. (Invancevich, etal 2005).

The Leader Member Exchange (LMX) Model

The leader member exchange model of leadership revoles around the development of dayadic relationships between managers and their direct reports.

This model not assumes that leader behavior is characterized by astable or average leadership style as does the leadership grid and Fielder's contingency theory, but it assume a leader treats all employees in about the same way. In contrast, the LMX model is based on the assumption that leaders develop unique one- to – one relationship with each of the people reporting to them. (Kinich and Keriter, 2006).

Servant Leadership

Servant leadership is more a philosophy of managing than a stable theory. It focuses on increase service to other as rather than to one self (kinick and Kyeitner, 2006).

Types of Leadership

Kurt lewin, Ronald lippitt, and Ralph white under took one of the curliest investigation of leadership style

1. Authoritarian leadership style: Maintains strict control over followers by directly regulating policy, procedures, and behavior, authoritarian leaders create distance between leaders and followers as a means of emphasizing role distinctions. Many all theoretician leaders believe that followers would not faction effectively without directs supervision. The authoritarian leader generally feels that people left to complete work on their own will be un productive.
2. Laissez- faire leadership style: A laissez-faire a French word roughly translated as "leave them alone" refers to a form of leader that has been called non leadership by some. An ineffective version of this communication style involvesaddication of responsibility on the part of the leader; leaders withdraw from followers and offer a little guidance or support. As a result productivity cohesiveness and satisfaction often suffer. A supervisor nearing revilement or jeopardy of being laid off or fired may exhibit the abdicating form of laissez-faire relationship communication style. A more positive form of iassiefaire leadership communication style affords followers a high degree of autonomy and self rule while, at the same time, offering guidance and support when requested leader providing guided freedom does not directly participate in decision making unless requested to do so by followers.
3. Democratic leader ship style: engage in supportive communication that facilities interaction between leaders and follows the leader adopting the democratic communication style encouraged follower involvement and participation in the determination of goals and producers democratic leaders assume that followers are capable of making informed desertions it does not feel intimated by the suggestions provided by followers but believes that the contribution of others improve the overall quality of dictions making (hackman&johanson,2004).

Measuring School Effectiveness

School effectiveness mainly measured to its quality (Degmawi, 2010). Moreover, special emphasis was based on the issues of consistency and stability in scholls effects upon different kinds of outcome and over time (Degrauwe 2004). But the notion of overall effectiveness is highly questionable. Haile (2006) scholl effectiveness measured based on the pupil control system the scholl environment provided effectiveness measured based on the pupil control system the scholl environment provided for pupils, the involvement of pupils, the academic development of pupils, the behavior of teachers, the management in the classroom and the management structure of the school. DeGrauwe (1999) measured school effectiveness based on strong principal leadership and attention to the quality of instruction, a pervasive and broadly understood instructional focus, an orderly, safe climate conducive to teaching and learning, teacher behaviors that convey the expectation that all students are expected to obtain at least a basic mastery of simple skills and the use of measures of pupil achievement as the basis for program evaluation.

Quality of Educational Leaders

Pounder (1998) mentioned that, collaboration and participation is the ability to empower others, to collaborate and share power and human relation attitude (friendly relation empathy and ability of leaders to look at things from others point of view) is one of the important qualities of educational leaders.

Motivation as inspiring effort and commitment among followers though motivations, intelligent ability to think scientifically and analyses problem with sense of responsibility including vision and for sight having higher degree of imagination tolerating difference through compromise is a core leadership quality (sergiovan,2000).

Good leader is good planner with visioning and strategic planning with technique decision making for efficiency, the ability to produce higher volume with the same or fewer resources is a central leadership quality (Quong and others, 1998). Inter-personal communication, communication is a key leadership practice is vital in enabling understanding and sharing of knowledge and information and managing conflict with in school community is another basic quality of education leadership (Day and others, 2000).

New performance standard requires improving skills and competencies for employees throughout the organization, regardless of position (Demoze, 2007). Skills deemed to be necessary include the academic basics including proficiency in reading, writing and computation; self management in career development activities; social skills such as interpersonal, negotiation and team work skills, communication skills, such as ability to listen and communicate clearly; are influencing skills or leadership ability (Bush and Bell, 2002).

III: METHODOLOGY

A descriptive survey method was employed using descriptive research which involves surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari, 2004). Descriptive studies were helpful for planning various education programs and school census. This study focus on factors affecting effectiveness of leadership in Wombera Secondary School Principals, Parent Teacher Association Leaders and class representative Students. So as to get factual information, in terms of figures and statements of facts, both primary and secondary data sources were used. In finding out major factors that influence the effectiveness of school leadership for the study, primary data were collected from the School principals, Parent-Teacher Associations leaders, head of woreda educational office, Students, Students parent and teachers through questionnaire and interview. For the study, secondary data were collected from the documents that recorded in secondary school and woreda education office on those factors that influence on the effectiveness of the secondary school leadership in Wombera secondary school. For the study, the researcher uses two phase sampling; first the respondents were grouped based on their work using stratified sampling as teachers, students and students-parent association. Secondly from teachers the research applies census because the population size were too small for study. Accordingly 68 samples were used. 32 teachers, 30 class representative students, students Parents association leaders 5, principal 1. Different instruments were used in order to collect data, which are relevant for the research. Questionnaire, interview and document analysis were used in collecting relevant data for the study. The data for the study were analyzed both quantitatively and qualitatively. To analyze the data, the raw data that were gathered through the selected techniques were first cleaned and edited in order to detect errors and omissions. By doing so, the data arranged for coding and tabulation. Then the data were classified in to groups or classes on the basis of their common characteristics. The data that has common characteristics were placed on one class and in this way the entire data were divided in to a number of groups or classes so as to amenable for analysis. Accordingly, the arranged data were entered in to computer and processed through Excel with appropriate presentation tools.

IV: Data Analysis

In this part of the research, the researcher tried to analyze the data obtained from the group of the participants using questionnaire (close and open ended) which were administered to teachers, and interview; made to the school principal, class representative students and Students-Parents Association. In addition to questionnaire and interview, to get more information document analysis was made from the school reports. All information gathered through the instruments summarized and interpreted.

Table 1:- Current position of respondents in Wombera high school

| Age Group in years	Teachers		Student – Parent Association Leaders		Class Representative Students		Total	
	Number	Percent	Number	Percent	Number	Percent	**Number**	**Percent**
Department Head	11	35%	-	-	-	-	**11**	**16%**
Class Representative	-	-	-	-	30	100%	**30**	**45%**
Teacher	19	59%	-	-	-	-	**19**	**28%**
SPA Leader	-	-	5	100%	-	-	**5**	**8%**
Unit Leader	2	6%	-	-	-	-	**2**	**3%**
Total	**32**	**100%**	**5**	**100%**	**30**	**100%**	**67**	

(Source: Own Survey, 2017)

As shown in the table 1 above, most teachers didn't participate in other management activities which count 19(59%). 11(35%) of the respondent teachers they serve as department head in the school, the rest 2(6%) of the teachers serve as unit leader.

FACTORS THAT AFFECT THE EFFECTIVENESS OF SCHOOL LEADERS

Views of Respondents towards School Leadership Practice

Respondents were asked to respond their level of awareness about school leadership functions, duties, responsibilities and which stakeholders involved in school function or activities.

Respondents level of awareness towards school leadership
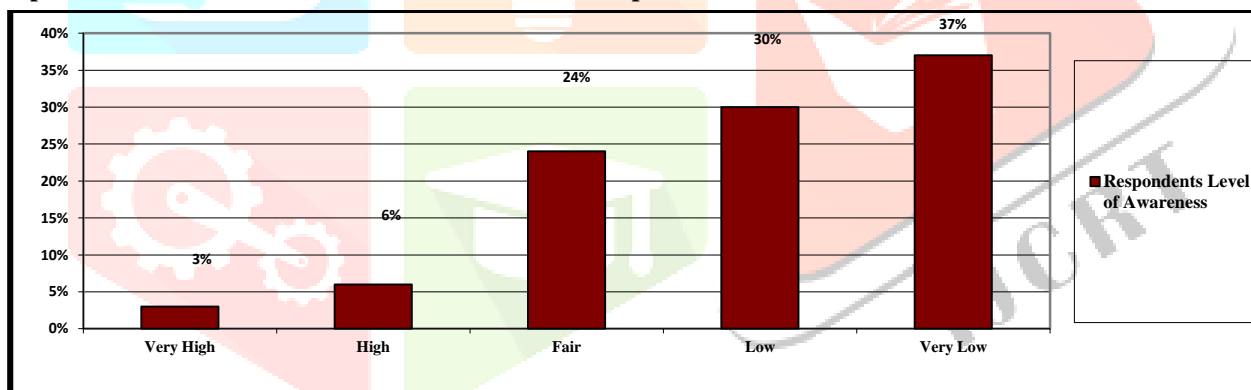
(Source: Own Survey, 2017)

On the level of awareness towards school leadership respondents responded as 37% very low, 30% low, 24% fair, 6% high and the rest 3% as very high. Similarly, Cotter (2000) described that leadership in educational institution must be educative and teachers, students, parents and administrators must have a desire to learn to be taught. Therefore, Leadership and management must be viewed as critical and reflective activities; all who participate in educational activities in school, must become more aware of the task and of the context in which they work. To substantiate the truth, researcher made interviewed for the principal and he responded that school stakeholders were not participate actively in school planning and other activities. Therefore, it indicates that there was gap in awareness by the respondents about school leadership practice in the school.

Table 2: Role of Respondents in school leadership

Statements	Responses	Frequency	Percent
What are your duties in the leadership position	Creating awareness for community	1	2%
	Shared vision and mission	1	2%
	Empower teacher and motivate	2	3%
	Monitoring and evaluation	8	11%

	None	55	82%
	Total	**67**	**100%**

(Source: Own Survey, 2017)

Table 2 above is About school leadership duties in the leadership position, Creating awareness for community 1(2%), Shared vision and mission 1(2%), Empower teacher and motivate 2(3%), Monitoring and evaluation 8(11%) and the rest 55(82%) didn't have any role in the leadership. The respondents' responses were almost low involvements about the stakeholders' participation in school functions

Stakeholders Involvement in School Leadership
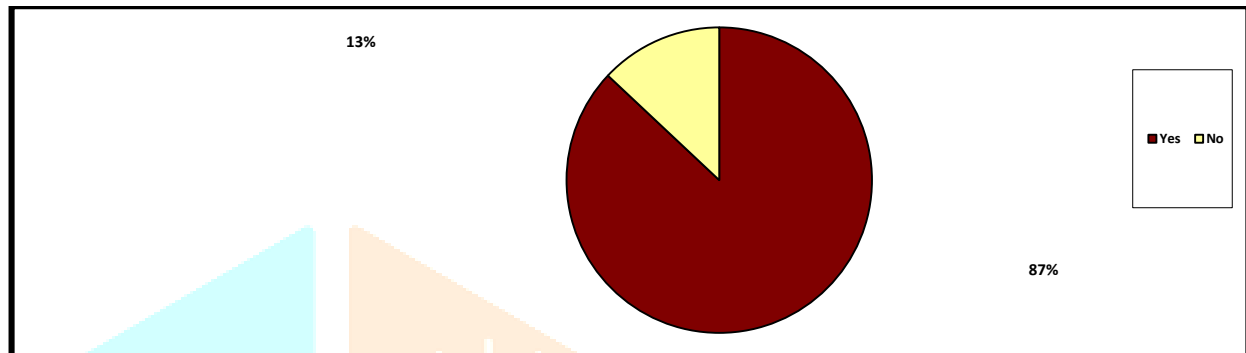
(Source: Own Survey, 2017)

As shown in the above diagram , 58(87%) of the respondents agreed that there are stakeholders involved in school leadership whereas the rest 9(13%) of the respondents responded that there is no stake holder involved in the school.

Factors that Affect Effectiveness of School Leadership

There are different effectiveness measuring factors of secondary school leadership. According to MoE (2007a) the effectiveness measuring factors of the secondary school leaders based on their achieving school objectives such as task achievements, defining school plan successfully and clearly for school communities. Moreover, leaders also develop deep and structured understanding about students learning and considering students as critical participants in instruction and in informing teachers about how to enhance student's results (Hernes, 2000). School leadership effectiveness's were also affected by other different factors. One of the factors was school organization system. Grace (1996) described that school leadership effectiveness was affected by school environment, behavior of teachers and students, school leadership style, teaching learning environment, communication barriers between school communities, problem in Parents teachers' relationship and instructional achievement problems.

Table 3: Responses related to factors affecting school leadership in Wombera High school

Statement	Units	Strongly agree	agree	Un decided	disag ree	strongly disagree
Tasks achievements and defining it for school communities.	**No**	0	0	0	32	35
	%	0%	0%	0%	48%	52%
Leaders have deep understanding about students learning	**No**	0	8	0	20	39
	%	0%	12%	0%	30%	58%
There is highly organized system of pupils control	**No**	0	10	6	17	34
	%	0%	15%	9%	25%	51%
The school environment is highly provided for pupil	**No**	0	0	0	25	42
	%	0%	0%	0%	37%	63%
The behavior of teachers and students are suitable for ongoing teaching-learning process.	**No**	0	4	0	27	36
	%	0%	6%	0%	40%	54%

Because of good behavior of teachers and students, there is good management in the class.	**No**	19	18	16	10	3
	%	29%	27%	24%	15%	5%
There is purposeful leadership of the staff by the head teacher.	**No**	0	2	0	30	35
	%	0%	3%	0%	45%	52%
There is involvement of head teachers in leadership position.	**No**	17	17	0	19	14
	%	25%	25%	0%	29%	21%
There is structured lesson and intellectually challenging teaching.	**No**	4	8	0	23	32
	%	6%	12%	0%	34%	48%
There is maximum communication between teachers and students.	**No**	14	20	0	18	15
	%	21%	30%	0%	27%	22%
Positive relationship developed between parents and teachers.	**No**	39	28	0	0	0
	%	58%	42%	0%	0%	0%
Strong administration and attention to the quality education	**No**	5	10	12	16	24
	%	7%	15%	18%	24%	36%

(Source: Own Survey, 2017)

As per table 3, response to item 1, tasks and achievements of the secondary school were not defined effectively and visibly for school communities as respondents were asked to respond whether they were aware of this or not. As the item responses, more than half of the respondents 35(52%) responded as strongly disagree. The remained 32(48%) respondents were responded as disagree. In connection to this, MOE (2007a) argued that, to achieve the objectives of the school, first of all task should be defined clearly for all school communities. But the responses were different from this idea. Based on the responses of the respondents school activities were not defined successfully and clearly for school communities. As a result school communities were not participated actively in school activities. Moreover, the researcher interviewed the principal to verify the response and he responded that one of the problems of school leadership was the problem of participating school communities in school activities to achieve the intended goal. From this one can conclude that there was gap in achievements and defining of tasks for school communities in the school.

Leaders' of secondary school have shallow understanding about students learning in advance. Response to deep understandings of students learning by school leaders, item 2, in the table 4.6, only 8 (12%) of the respondents responded as agree. In the same item, 20(30%) respondents responded as disagree and the rest 39(58%) revealed as strongly disagree and none responded undecided. The responses of the respondents' shows school leadership did not have deep and structured understanding about students learning in advance. Similarly, school principal were interviewed about students' learning in secondary school, and they responded that students learning were not taken in to consideration as a critical issue in the schools. Therefore, it is important to conclude that students learning were not considered in advance for any achievements in school.

Respondents were asked about planned coordination of pupil control in secondary school in item 3, in the table 4.6 As the responses reported by the respondents, 10(15%) participants responded as agree, 17(25%) as responded disagree and 34(51%) strongly disagreed the rest 6(9%) respondents responded as undecided. According to the responses of the respondents, there was immense gap which need its fulfillment in organized system of pupil control in the school. Moreover, Provision of school climate atmosphere for students' safety and needs were not provided well for pupil's learning. In item 4, in the same table, none respondents responded as strongly agree, agree or undecided. All respondents responded disagree and strongly disagree; 25(37%) respondents responded as disagree and the rest 42(63%) responded as strongly disagree. As a response of the respondents indicates, the school environment was not such well provided for pupils learning. Moreover, the school principal agreed to the response during the interview. Thus, it needs proper consideration.

The behavior of teachers and students was not that much comfortable for ongoing teaching-learning activities in secondary school. From the responses of participants based on the behavior of teachers and students appropriate for current teaching learning process in the school, item 5, in the table 4.6, 4(6%) respondents revealed agree; the rest respondents, 27(40%) and 36(54%) reported as disagree and strongly disagree. The result of responses indicates that, the behavior of teachers and students was not that much at ease for ongoing teaching-learning activities in schools. Moreover, the interviewed principal by the researcher, about school environment, responded that some teachers and students behavior affect the school environment and challenges school leaders in quarrel each other or with others. Responses to item 6, in the table 4.6, for the manners of teachers and Students discipline in relation

to good management in the school, the participants as, 19(29%) as strongly agree, 18(27%) as agree, 14(24%) revealed as undecided, 15(10%) respondents were responded as disagree and the rest 3(5%) responded as strongly disagree to the point. Based on the consequence of the responses, there was difficulty of student discipline in the school. It was true that, when the researcher analyzed the school discipline documents of students in the schools in the year 2014 – 2016, five students were charged (dismissed) for one year and 14 students were given warning in the first semester. The school also planned in their annual plan to reduce students discipline case. From this it was possible to say discipline case as one of the problem for good management in the school. For the existence of decisive leadership of the staff by the head teacher in the school, item 7, in the table 4.6, 2(3%) participants revealed agreed. But the remained respondents, 30(45%) revealed as disagree and the rest 35(52%) as strongly disagree. According to the account of the participants, there was nonappearance of purposeful leadership of the staff by the head teachers in the school leadership position. On other hand, there was good relation between teachers and students in the school. For maximum communication between teachers and students in secondary school, item 10, in the same table, 14(21%) as strongly agree, 20(30%) as agree, none revealed as undecided, 18(27%) respondents were responded as disagree and the rest 15(22%) responded as strongly disagree. The response results indicate that there was good relation linking teachers and students in the school. However in contrast, there was enormous gap in rising positive relationship between parents and teachers by school leaders. Response to the increase of constructive relation between parents and teachers, item 11, in the same table, 39(58%) respondents responded as strongly agree and the rest 28(42%) respondents responded as agree. According to the responses of the respondents one can conclude that, there was no gap in increasing positive relationship between parents and teachers by school leaders in the school. For the same point the school principal interviewed and responded that parents were not participate actively in urgent school problems as teachers even if they called urgently. Based on administration giving well-built awareness for quality instruction in secondary school, item 12, in the table 4.6, less consideration was given for worth education by school managements. From the respondents, 5(7%) responded as strongly agree, 10(15%) responded as agree, 12(18%) as undecided, 16(24%) and 24(36%) respondents respectively responded as disagree and strongly disagree. Responses of the respondents revealed that, there was deficiency of strong administration and less attention given for quality education.

Strategies for Effective School Leadership

Secondary school leadership effectiveness was influenced by different factors such as school environment, behavior of teachers and students, school management styles, teaching learning environment, communication barriers between parents and teachers, and instructional achievement problems were some of them. To overcome the problems, designing strategies were important. Based on this, Hood (1999) mentioned community mobilization, capacity building of institution, in-service professional training, developing good governance and school self evaluation as strategies to overcome school leadership effectiveness influencing factors. Moreover, MOE (2007d) described establishing guidelines rules, regulations and standards, continuous staff development and restructuring teachers' preparation as strategies to overcome leadership effectiveness influencing factors in secondary school.

Table 4: Strategies to overcome leadership effectiveness influencing factors

Statement	Units	strongly agree	agree	Un decided	disagree	strongly disagree
Effective learning materials developed and disseminated	**No**	6	10	0	17	34
	%	9%	15%	0%	25%	51%
Development and implementation of reliable exam system.	**No**	0	0	0	30	37
	%	0%	0%	0%	45%	55%
School activities encouraged by class room experimentation	**No**	42	25	0	0	0
	%	63%	37%	0%	0%	0%

Q(Source: Own Survey, 2017)

As per table 4, response to item 1, there was gap in effective resources development for teaching learning process in the school. From the respondents, for the presence of effective learning materials development and distribution in secondary school, 6(9%) participants responded as strongly agree and 10(15%) responded as agree and non respondents responded as undecided. But 17(25%) and 34(51%) of the respondents respectively responded as disagree and strongly disagree. Based on the responses, there was gap in valuable materials development for teaching learning process in the school. Similarly, Concern to implementations of applicable and consistent assessment system, item 2, in the same table 4; all respondents responded only disagree and strongly disagree. 30(45%) participants responded as disagree and 37(55%) participants responded as strongly disagree. The response results revealed that there was problem in development and implementation of a valid and reliable examination system and that affect education quality of secondary school.

School activities were based on and supported by classroom experimentation with in school for its ultimate achievements. In this regard from the all respondents, in item 3 of table 4.7, none responded as disagree and strongly disagree. In the same item, 42(63%)

respondents were revealed as strongly agree and the rest 25(37%) responded as agree. From the responses of the respondents we can conclude that school activities were based on and supported by classroom experimentation with in school for its final achievements. In contrast to the responses, when the researcher analyzed the documents and conduct observation in the school there was no experiment laboratory and school annual plan, each of them planned to encourage action plan.

Possible solutions for effectiveness influencing factors

There were solutions to overcome school leadership effectiveness influencing factors. Some of the solutions were developing safe learning environment and training school leaders (MOE, 2007d). Based on this frame work the respondents were asked and responded their responses. The responses were indicated as follows in the table 4.8, and discussed bellow.

Table 5: Possible solutions for effectiveness influencing factors

Statement	Units	strongly agree	Agree	Un decided	disagree	strongly disagree
Effective school leadership and safe learning environment is developed.	**No**	11	34	10	6	6
	%	16%	51%	15%	9%	9%
Principals are trained and professionally qualified.	**No**	0	0	0	29	38
	%	0%	0%	0%	43%	57%
Because of enough information good learning environment is created.	**No**	0	12	10	17	28
	%	0%	18%	15%	25%	42%

(Source: Own Survey, 2017)

For the item 2 in table 5 "Principal of the school were trained and professionally qualified", According to the respondents; 29 (43%) participants revealed as disagree and the rest 38 (57%) respondents were responded as strongly disagree to the specialized qualification of the high school principal. Based on the results of the responses, it was obvious that principals were professionally not qualified and it needs further consideration by concerned body. Furthermore, mobilizing community resources and developing school community in putting community oriented education also needs to give more attention by school leaders.

Responses to significant internal and external school atmosphere because of information, item 3, in the table 4.8, many of the respondents were responded as disagree and strongly disagree 17(25%) and 28(42%) respectively. On the other hand undecided 10(15%) and agree 12(18%). These shows that because of need of information, internal and external environment of the secondary schools were less conformed and there was no clear linkage between secondary school internal and external environments. But according to the USAID (2008) quality education understood in terms of learning environments, content, process and outcomes.

V: CONCLUSION AND RECOMMENDATION

Based on the major findings of the study, the following conclusions and recommendations were forwarded.

CONCLUSION

The main objective of the study was to find out the factors that influence the effectiveness of secondary school leadership in Wombera high school of Benshangul Gumize National Regional State. Teachers, class representative students and student's parents were used for data collection. On the other hand involved in the study as a main source of data are the school principal and PTA leaders have also participated in this study. The major instruments used to collect the necessary data were questionnaires. Interview and documents analysis were the auxiliary instruments of the data collection through questionnaires.

Qualitative and quantitative methods were employed to analyze data. The data collected through interview and open ended questionnaires were analyzed qualitatively using the direct and summarized words of the subjects of the study to strengthen the results of questionnaires. The data collected through close ended questions from selected secondary schools were analyzed quantitatively using frequency, percentage and t-test value and mean value.

Effective school leadership brings effect on the student learning, but also on an array of school conditions as well. Leadership is a very strong predictor of school performance (Hood, 1999). This study established that among the pillars on which education is anchored, leadership is pivotal. However, if leadership is expected to have a pronounced effect on education, it must be visionary, transformational and shared.

RECOMMENDATIONS

In light of the major finding, the following recommendations are forwarded in order to overcome Wombera secondary school leadership effectiveness affecting factors.

There was no clear and hierarchical communication among school communities and stakeholders. Absence of clear communication affects school teaching-learning processes. If the teaching-learning processes of school is inefficient then, it affect leadership position for providing effective learning. Therefore, the school leaders should be developing and creating clear hierarchical communication among school communities and stakeholders are necessary. Students over population and principal work overload affect educational process in school. It is advisable that, making proportional students number per in class and designing systems and strategies to reduce work overload of principal should be done by responsible bodies. Decisions were made without the participation's of stakeholders to be aware of the particular problems. Therefore, it should be clearly advisable to initiate and participation of stakeholders in decision making, planning, organizing, motivation etc… The school resources were not well organized well to support students learning and needs and it was ignored by school leaders. Therefore, it is advisable that school leaders take responsibilities to organize all school resources to support students learning. School environment is not well organized for pupils learning. Without favorable school environment, it is hard to bring behavioral change. Therefore, it is advisable that developing comfortable and suitable school environment for teachers and students is necessary. There was a difficulty in professional training for school leaders. Therefore, to enable schools cope with the dynamic world and existing changing environment, preparing professional training's especially for school principals is necessary. Guidelines, rules, regulations and written policies of schools for administration and govern school is necessary; because school leaders will use those rules, regulations and policies as a guide to lead the school communities. There for it is advisable that for any school the availability of guide lines, rules, regulations and policies of both the government and the school itself is necessary. Class room experimentation and data based information for school improvement was not used properly. For school improvement program, class room experimentation and data based information gives first hand information and used as bench mark for future plan. Therefore, it is advisable to give special consideration for class room experimentation and data based information for school leaders.   There was the problem of adjusting school internal and external environment to create conducive school environment. It is so, for betterment and enhancement of students result, school leaders should take in to consideration both internal and external environment of school.

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