Leadership Development at Government Schools: Practices and Challenges: The Case of Hamele 1967 School, Addis Ababa.

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A B S T R A C T

The purpose of this qualitative study was to assess the practices and challenges of leadership development at Hamele 1967 school in Addis Ababa at Gulele Subcity. In effect, the study examines how the process and challenges of leadership development influences the teaching and learning process at this school negatively or positively: To conduct the study, descriptive research design was employed. The study was conducted in one school among purposively selected samples of 10 leadership members. Semi structured interview was conducted to the selected respondents and to triangulate their responses, the researcher made observation with the help of two woreda supervisors by using observation check list. Data analysis was made by making data filtering. And data were grouped according to items, and then an analysis was made. In addition, official reports collected from the school were analyzed and interpreted. The findings of the study revealed that, the school has no specific budget that can be used for leadership development purpose, the school principal do not used delegation of fellow member in order to develop their leadership skill, the school had a good culture of making formal meeting with fellow leadership members which is a key for leadership development. Finally, recommendations were put forward as the school principal should use delegation of bottom leaders in order to develop and exercise their leadership caliber, enough budget for the purpose of leadership development should be allocated to the school by Addis Ababa City Education Office.

Keywords*: Challenges, Leadership development, Practices, Hamele 1967 School. Addis Ababa*

INTRODUCTION

Background of the Study

School leadership can be understood as a process of influence based on unambiguous values and beliefs to achieve the vision of a given school. The vision is expressed by leaders who search for achieve the commitment of employees and stakeholders for the critical and improved prospect of the school (Bush, 2007).

Successful leadership is an approach to improve the competitiveness, effectiveness, and flexibility of the entire institute through planning, organizing and allowing participation of all members at the appropriate level (Okland, 1993, Yukl, 1999). Successful leadership is essential to the achievement of a school and there is slight possibility of creating and sustaining high-quality learning environments without a skilled and dedicated leader to assist teaching and learning. Effective leadership within the school is friendly, student-center and teacher focused; promoting collective responsibility for improvement (MoE, 2010). As demands are greater than before to have all children in every school succeed as learners, there is an extensive acceptance that education leaders need to be more than building managers (The Wallace Foundation, 2009).

Leadership development is nothing but upgrading the caliber of leaders in their day to day activities for making them ready to acquire on larger tasks in the upcoming. Having this in mind, institutions can supply help by means of display of correlated actions for instance using development centers ie. Training centers, universities, colleges, by having personal development plan and motivations, coaching, mentoring, performance management, and other similar methods (Armstrong, 2009).

The continual increasing of responsibilities school leaders for assuring quality of schools, school leadership development now days has become one of the major tendencies of educational policy makers. During the very start, it was seen as an international agenda regarding the useful role of school leaders with developing concept. By looking deep into, a great deal of countries have involved regarding school leadership in line with development more attentively. However, the issue of Leadership Development at some countries was mainly at conceptual level which was not implemented into practice as opposed to other selected few countries who have already started at practical fashion (Huber, 2004).

According to Kotter, 1990, leadership development in an institution is a situation of shift among the existing state and a future one, towards which the organization is directed. There is as well growing call for "transformational" approaches which distribute and empower more willingly than "transactional" approach which uphold traditional and broadly bureaucratic concepts of hierarchy and control (Kotter, 1990). Commencing this spot of view, change may be seen as a nonstop process of preparation of the organization for the new arrangement (Rost, 1993). Leadership development of any organization as well as schools is affected with internal and external environment. leadership development plays a key role in improving school out comes by influencing the motivation and capacities of teachers, as well as the school climate and environment using one to one mentor, various training , experience sharing and the like.

On leadership development, an ever-increasing body of writing in the twenty-first century has also confirmed that the leadership or headship position in a school requires explicit preparation (Yukl, 2004). Paraphrasing Rosenbusch (1997), Huber argues that the principle that school has to be a model of what it teaches and preaches (2004, p .679) and this has direct implication for the development of school leadership.

 Limited studies were conducted in Ethiopia, on leadership development and similar topics about Oromia Education Bureau, and College of Health Sciences, College of Business and Economics by Demeselasie (2018), and School of Commerce of Addis Ababa University. Regarding Ethio Telecom leadership development by Solomon (2014. And, about Ministry of Education leadership development by Mesganaw Getinet 2014,) Thus, since there are very limited identical studes on the mentioned topic, it is an important academic attempt such empirical study on how leadership Development have been intended and practiced   together with their challenges in Hamle 1967 school.

The Background of Hamele 1967 School

Hamele 1967 school was established in 1967, Ethiopian Calendar, here in Addis Ababa at Gulele Sub city, Woreda7. The physical plant has been built strategically with relatively modern classrooms to hold 45 students per class. The school holds over 1374 students, 71 teachers and 32 support staff. Hamele 1967 school has a very good play grounds with sufficient sport materials. In addition to these,

the school has two well-equipped, staff room, dining room. There is a special needs lab with audio-visual equipment for listening and other learning activities. The school has built three science laboratories which are well furnished with materials for teaching-learning process. It created a conducive environment for students, parents and the rest of the community.

According to the school record the students have not been doing well on high school entrance exams and about 40% of the grade eight students have failed by the year 2010 Ethiopian calendar and same was the previous years back.

Statement of the Problem

The very old fashioned thought of child hood nature and educational experience are not the single vital stage in improving the caliber of leaders. Rather, leadership development is a lifelong and continuous learning process which is to be done both formally and informally. It is also researched that the best leadership development experiences are mostly received from real institutional activity path. Although there is a notion that leadership development is considered as a form of self development, institutions fundamentally expected to do their level best towards developing employee`s caliber to higher level so as to be much more productive enough on the areas of decision making skills, personal coaching, planning, conflict management as well as the capability to organize property (Wahat, Krauss & Othman, 2013). In view of the ever-increasing responsibilities of school leaders for ensuring the quality of schools, school leadership development has recently become one of the central concerns of educational policy makers (Huber, 2011).

On school effectiveness and improvement from a wide range of countries and school context has consistently highlighted the pivotal role of school leadership in making school more effective. However, condition of school leadership development in educational systems less well understood in the developing world (Theodossin, 1983).

As the Commonwealth Secretariat's report has stated (Commonwealth Secretariat, 1996), this is unquestionably a problem in much of Africa where: with no the necessary skills, many heads are snowed under by the task strategies for training and supporting schools' heads are generally inadequate throughout Africa.

On top this; scholars from different countries of the world have conducted studies on issues related on leadership development practices. For instance, such studies were conducted at global level (Smith et al., 2008); in USA and, in Papua New Guinea (Polum, 2011); in Chile of Latin America (Ocampo, 2013); in England (Checkland, 2004); in Russia (Plakhotrink, 2005); in Kosovo (Ahmeti, 2015); in Iran (Mehrabani & Mohamad, 2011); in South East Asia, Latin America, and Sub-Saharan Africa (Blunt, 2009); in Malaysia (Abdullah, 2009); in South Australia (Shen, 2005); in Africa (Inyang, 2008); in Nigeria (Robaro, 2018); in Tanzania (Itika, 2011); and in Kenya (Peter, 2014; Kosegei, 2015; Ochieng, 2015).

In the similar outline; the Government of Ethiopia has been endorsing , adopting, and updating leadership development programmes to train and develop its human resource' knowledge, skills, attitude, and competency related to management practice thereby issued its socio-economic development in a sustainable manner. The Ethiopian Government proclaimed the Federal Civil Servants Proclamation in 2007. In the preambles, it is stipulated that:

> *"...[It] has become necessary to establish a system for adopting uniform administration of civil servants and proper use of their knowledge and skill; whereas, it has become necessary to improve conditions of work so that government offices could become competitive through retaining their employees and attracting new entrant. ...Therefore, in accordance with Article 55(1) of the Constitution of the Federal Democratic Republic of Ethiopia, the Policy is proclaimed. "*

In various developing countries like Ethiopia, the significance of leadership development is an unquestionable fact. Indeed, fruitless leadership in numerous institutions has been recognized as one of the most severe problem challenging developing countries. As it was written in the GTP (2010),

> *"...many experiences have been gained during PASDEP on leadership and*
> *management. There were capacity constraints among leaders and public servants*
> *at different administrative level. To address this problem, the government*
> *launched a number of training programs to improve skill and ensure appropriate*
> *implementation capacity. (P.20)"*

Considering the stated gaps, it in fact requires a call for for leadership development in both a government and nongovernmental organizations. A good number of institutions need to respond to these competitive pressures by coaching, restructuring and transformation, so as to produce a much better product.

In educational organizations, even though the Ethiopian government attempted to give weight to support and strength school leadership capability from ESDP – I, up to ESDP –V still in many secondary schools, school leaders are being assigned at the leadership position without having leadership qualification and with this capacity gap it may be hard to have successes in the school improvement program and student achievement (MOE 2010).

In Ethiopia including in Addis Ababa, leadership development is practiced by both governmental and non-governmental institutions and there are different researches conducted on the issues of leadership development practices in Addis Ababa. For instance, Kibebe (2011) and Bahiru (2007) assessed training and development practice in governmental organizations. They assessed only the practices of training and development of employees which is only some part of leadership development. Apparently, it is very limited to see the practice   and challenges of leadership development   in educational institutions because it was not initially planned to be addressed by researchers. As I have reviewed diverse studies, there are shortages of research done on the subject of leadership development practice and challenges of educational institutions. Therefore, this qualitative research was intended to bridge to some extent the gap seen in the previous studies and it motivated the researcher to explore the issue in a more detail manner.

The Research Context

Hamle 1967 school was selected to make this qualitative research. That is because though the school is making a leadership development job both formally and informally, the school encounters lot challenges of leadership development posed by an increasingly complex environment. The inspiration to study of Hamele 1967 school leadership development also comes out from the above mentioned concept of both school leadership and leadership development. The central focus was to assess the practice, challenges leadership development this school. This study, therefore, qualitatively explored

the factors pertinent to school leadership development program at Hamle 1967. The qualitative research was also combined a review of the literature with field document evidence, observation and semi structured interview with one principal, one Vice principal, one supervisor, four department heads, two-unit leaders, one finance and administrative head.

In this context, the rationale for this research is to study the practice, challenges and opportunities of leadership development and in order to identify the program types and content areas that best enhance the school leaders' knowledge, expertise and behaviors. The outcomes of this research have to be of theoretical attention and practical implementation to the Hamele 1967 school system.

Basic Research Questions

The study is guided by the following three research questions:

    a. What are the practices of leadership development at Hamele 1967 school?

    b. What are the challenges of leadership development at Hamele 1967 school?

    c. How does the school leadership development at Hamele 1967 school influence the teaching and learning process?

Research Methodology

The type of research to be employed for the purpose of this study is qualitative case study with a descriptive nature by making use of information obtained from the interview. The study tries to describe, explain and explore the leadership development practices and challenges of Hamle 1967 School.

Method of Data Collection

In this study, data were collected via semi-structured interview, documents analysis, and observations and a brief description each tool is given below.

Semi-structured Interview

Semi-structured interview was held to ten management members of Hamle 1967 school including one school principal, one vice principal, one school supervisor, two unit leaders, four Department Heads, and one Administration and Finance Head. Sets of questions were posed to each interviewee and the

responses were recorded using a mobile phone audio recorder and intensive written note on a formal schedule. Open ended interview questions initially prepared in Amharic language were used to encourage the respondents to enhance and provide unlimited and not controlled answers to the interview questions. Each interview took about 15 minutes and it took a total of two hours and half 2: 30 to take the 10 respondents interview record.

Document analysis

A systematic documents analysis and evaluation was used in the study. It assisted the researchers to collect and obtain and the necessary information for the interpretation and analysis of the subject research problems under study. The document sources of data were employed in this study include, continues professional development (CPD) manuals, principals and teacher's development policies and working directives, guide lines and standards.

Observations

Observations were also made in the selected school to check whether the interview responses of one school principal, one vice principal, one school supervisor, two unit leaders, four Department Heads, and one Administration and Finance Head were true or not with what actually exist in the schools. During the observations time, I have observed whether the principal and vice principal were busy in less developmental duties or not, whether the principal uses delegation as a means to develop middle and lower-level school leaders or not, to see whether the principal visit middle and lower-level school leaders' performance activities for developmental reason or not.

Sampling Method

The ten research respondents were selected using purposive sampling techniques**.** This study particularly was focused on at leadership level employees of the school and for this purpose the leaders were classified into senior leaders two in number, middle leaders two in number, and lower leaders six in number. The senior leaders were including principal, and administrator, where the middle level encompasses vice principal, inspection and supervision heads. The lower level includes unit leaders and department heads.

Data Presentation, Interpretation and Analysis

Once the data collected as semi structured interview form, according to items, an in-depth analysis of data was made by means of data filtering. In addition, official reports collected from the school were analyzed and interpreted to determine whether procedures, practices and policies have been followed in leadership development of the school.

Ethical Considerations

Ethical issues are often deemed to be resolved by procedures such as voluntary participation, informed consent, absence of risk or harm, confidentiality, and anonymity. With this regard, the researcher in person discussed with the school leaders about the purpose of school leadership development issue and conducting this study. For issue of anonymity, no individual data was reported and all information provided was kept strictly confidential.

Delimitation Of The Study

This qualitative study was delimited on the data obtained from high level and middle level managers ie. Principals, vice principals unit leaders and department heads, administration and finance head. However, regardless of teachers and auxiliary staff members were not used as source of information. Other stakeholders (students, parents) who are directly or indirectly attaining leadership service were not included in the qualitative research.

Definition of Terms

Leadership Development: Leadership Development is a systematic approach to expanding the performance capability of individuals in leadership roles within organization. And, like any approach, it is not achieved through a single stage or step rather through a journey (Huber, 2011).

School Leaders: are instructional leaders namely: supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of teaching learning and management. (Sergiovanni , 2001)

Data Presentation Analysis and Interpretation

Data Presentation

Personal Information

I tried to assess the nature of personal data of the interviewee. For this purpose, my main focus was on work experience and academic qualification. Regarding work service, three employees have six to ten years service and the other three employees have eleven to forty years of experience. In addition four respondents have more than twenty one years and above service. The personal information department heads indicate the minimum length of services six years where us the maximum is more than thirty.

Concerning the academic qualification, nine of them are first degree holders where us one is diploma holder.

The School Leadership Qualification

According to the interview conducted, none of the respondents indicated that, as they are educational leadership and management professionals. The researcher also confirmed their responses from the school documents the whole ten respondents were not the direct professional of educational leadership and management rather nine of them have first degree in different teaching discipline and the remaining one diploma holder in the field of teaching.

The School Leadership Development Practices

All the respondents mentioned that the school has vision and mission. I also approved it by observing the strategic plan of the school since the making of leadership development fundamentally begins by practicing vision mission preparation the idea behind vision mission preparation for leadership development is, while trying to prepare the grand mission and vision , learning and developing will be enhanced. Regarding the formulation of the vision and mission except one respondent, all of them agreed as it is prepared by the leadership committee.

In case of communicating the vision and mission of the school to the school community and the school stakeholders, most of them responded as it was not presented formally to the school community rather it is displayed or presented in plastic screen , yearly leaders plan and on the strategic plan which was prepared for three years (2018-2020) time. Again the idea behind communicating the vision and mission of the school to the school community and the school stakeholders in connection with the practice of Leadership Development is at the course of communicating the vision mission idea while getting various ideas as comments by the stake holders' development of leaders will be done implicitly and explicitly.

According to the interview response, both the strategic plan and annual plan were prepared by leadership team. This is also confirmed by documents. Moreover, all the respondents explained as it was discussed formally on well organized meeting. However, on the very participation of the students and parents all the respondents replied as they were not participated. Similarly, in leadership development, the motive behind discussing about strategic plan is to get constructive ideas and feedback for developmental purpose.

Regarding the motivational aspect of the school, a large number of the respondents replied as the school has no some motivational packages at all which could be one strategically means for making leadership development.

Concerning professional competency, the respondents were responded as the leaders and teachers have possessed relevant proficiency. I also have seen from the document that nine principals and vice principals are degree holders though they are not direct to educational leadership. Moreover, the document indicated that out of 71 teachers over 80 of them do have degree. Twenty eight of them are diploma holders. According to interviewee responses and document observation results, except some subjects such as music and art all teachers have taken pedagogy course. The idea behind professional competency is to upgrade the leadership development task to some extent, professional caliber is crucial.

Concerning professional training for the practice of leadership development all conformed as there is training plan every summer for teachers. According to document observation, the training titles offered are professional ethics, modern classroom management, the virtues of good teacher's   inter-human relationship and conflict management. On the contrary, respondents explained as there was no training plan for the principals and other auxiliary staffs which could be done as well for the expected leadership development of the principals and other auxiliary staffs. Moreover, as it is mentioned by the respondents as no training is conducted for parents for enhancing the teaching learning activity, except for the administrative purpose which could be again important since while conducting training for parents developing ideas may raised. According to the interviewee, though training and induction is provided for the academic staff but formal impact assessment was not done.

Concerning self development, the interviewee explained from the five leading position posted about three of them are attending university education by their own cost. Moreover, it is told to me that seven academic staffs are attending extra education to develop them self which shows as the members of leaders trying to develop themselves to the extent of paying their own educational cost.

The interviewees were asked about the time management of the school thus, except one respondent all responded as it is very week. They were asked to mention the main time wasters, except on respondent the rest mentioned that teachers as major time wasters. This issue also observed from the document that management committee thoroughly discussed on it as a crucial issue and made action research for further solution. This shows that developing the leaders on time management perspective is lagging behind.

Regarding the technological application, the interviewee has responded that as school is efficient in fulfilling and applying pertinent technologies for the development school. The respondents of the department also approve this. The researcher also observed that the school is equipped with computer and audio-video materials with enough quantity. The computer technology is available in different sections of the school such as student record, database, library, teachers' staff, laboratory, in all offices with one professional system administrator. This shows that the school is trying to develop its leaders using technological application as an input.

Concerning school leaders' involvement in instructional leadership, all interviewee responded that their involvement is in evaluation, controlling, monitoring and facilitating over all instructional process. The area of contributions they indicated is in guidance and counseling, organizing different working groups, identifying performance and dealing on the gap of student outcome analysis. And by doing the mentioned activities' in regular bases, the leadership members are practicing the needed leadership development task in one way or another.

Regarding delegation as a school leadership development practice, I have interviewed as ''Is the principal used delegation as a means to develop middle and lower school leaders? '' For this questions almost all the respondents said that except minor daily routine activities, the principal failed to delegate subordinates on responsibilities like , providing permission for absent teachers, suspending miss conducting students, writing warning for misbehaving employee. And the respondents are strongly asked if the principal is willing to let them decide by being delegated at least when the principal is not in his office since receiving delegation leads to develop their leadership capability.

Concerning receiving developmental support and feedback right after supervision by school principal as a leadership development practice, all the department heads said that both the Woreda`s Supervisor and the school`s principals do have a good culture of providing developmental support and professional feedback which is helping them to develop their leadership caliber well. This leadership development practice is proven by the researcher`s observation at the principal's office too. However, the department heads also noted to that sometimes both the woreda inspector and the principal failed to provide the strength and weakness of the leaders on time and sometimes it may be even forgotten which has a negative impact on the development of leadership caliber.

Whether developmental activities given much time or not, I have asked this question ''Are developmental activities given much time by the school principal? ''. For this question the respondents direct response were

> '' no our school`s principals is usually busy on less developmental issues like following political meeting at government office, facilitating non academic and non developmental issues like monitoring late comers etc. ''

And they have strongly said as the top leaders considers teacher`s and department heads as do not need much more developmental support.

In service training as a leadership development practice is reported by all respondents as it is being given both in the school compound and at sub city level however, all equally agreed as it is not being given by making need analysis and at regular time and due to it the trainees were not showing much interest towards the designed in service training because of not interest based.

Regarding using motivational prizes and incentives as leadership development practice, the respondents said that:

> *"Although we are expected to develop our leadership caliber, since the government failed to allocate budget for prize, both the woreda Supervisor and our school principal failed to provide some motivational incentives and prizes for at least the better performing leaders. ''*

Concerning giving chance to the middle and lower level school leaders as leadership development practice on decision making skills, four of them said that on very elementary and minor issues like punishing minor disciplined students, calling students during weekends for tutorial, providing feedback for text book problems and the like. But, all have said that middle and lower school leaders did not decide major decision needing issues.

As far as conflict solving skill development as the practice of leadership development means, similar with decision making issues, the respondents said that *'' we never get chance to solve chronic conflict issues. But simple mis behavior conflicts were being solved and managed by ourselves ''*. This was also observed by the researcher`s compound visitation while middle and lower level leaders trying to manage minor disciplinary conflicts.

For the interview question of '' Is the principal visit middle and lower level leaders performance activities for developmental reason ''. Half of the interviewee said that *''since the principal and vice principals are busy on non-academic mater and political meeting, we are not visited and coached repeatedly.*

Regarding whether the students performance leading the school to have leadership development plan almost all opposed as they do not have a culture of preparing a leadership development plan right after analyzing the students result.

Concerning developing the very caliber of department heads and unit leaders, for proper usage of instructional materials, the interviewee said that

> *'' by the support of both sub city and Woreda`s education office , we are getting several developing training and summer in service training on the matter of instructional materials proper usage. However, still much more training is expecting since the issue of instructional materials are dynamic particularly natural science stream materials. ''*

Concerning the usage of experience sharing with other fellow school leaders for leadership development, all of the interviewee strongly appreciated the concern of woreda education office and both the principal and vice principal for making continual experience sharing with other school`s leaders which is helping them to be effective on the given task.

As far as the support of principals and vice principals on the practice of new skills, innovation and creativity, all the interviewee with the same notion said that *''we are not really getting any support to come up with the new skills and innovative ideas. ''* And they also shared the blame to themselves by saying *'' we, honestly speaking, do not have an interest to incline towards new skill and innovation''.*

As far as the making of regular meeting with middle and lower level school leaders is concerned, all the interviewee agreed as they do have the very culture of making formal meeting with their principals , vice principals , teachers and unit leaders regularly . The researcher too, observed repeatedly while they make formal meeting which has a minute record.

Challenges of School Leadership Development

The main challenges for school leadership are the development of an appropriate culture and capacity in the system, structure and managers of the education system so as to ensure that the new defined goals are achieved. The researcher also inquired the challenges the school come upon in its works bustle. Thus, the interviewee and the response explained the main challenges and the interview

question on challenge part was *'' what problems have you seen regarding leadership development at this school''* and the respondents said the following:

First Respondent: *'' although we are getting chance to make decision on small manners, still we need to have an authority on deciding on issues of a bit higher which we are not exercising yet. ''*

Second Respondent*: '' shortage of developmental reading materials are challenges for not to increase our caliber. ''*

Third Respondent: *'' although there are short term trainings on specific matters, we are not getting chance to learn educational leadership and management either in extension or summer session at undergraduate or post graduate level. ''*

Fourth Respondent: *''The shortage of work experience among fellow members is our challenge not to develop our leadership skill to another level''*.

Fifth Respondent: *'' deficit or no budget for leadership development purpose challenged not to provide developmental activities. ''*

Regarding the provision of leadership skill given by sub city and Woreda education office, all the interviewee stated as a challenge by saying :

" *Although the Gulele subcity education office and Woreda office tried to arrange and provide to us various trainings the content of the training is may be useful for direct instructional teaching rather than targeting the school leadership development matters*".

Concerning time as a challenge of leadership development, all the interviewee said that "*since some of us are teaching some periods and after class hour we are assigned to perform various responsibilities as department heads and unit leaders, we do not have sufficient time to just sit and get developmental reading or workshop*'' and it is counted as one of the challenges of leadership development at Hamle 19 67 school.

Regarding weather lack of interest not to provide continual leadership development all the respondents equally said:

> *'' to be honest, we really do not know the inside interest of woreda Supervisor`s and principals for the provision of continual leadership development. However, we know that we do have an interest to be trained on the area of leadership development and we should not be considered as if we do not have interest to be trained''.*

Regarding lack of knowledge about the importance of leadership development program, interview questions almost all the respondents equally agreed by saying: "*the sub city education office, the woreda`s education office, including our principals and vice principals may not have sufficient knowledge regarding the benefit of leadership development* ''

Concerning the issue of prioritizing either administrative developmental matters or academic developmental matters by the principal, all the respondents reflect their view by saying that much more concern is given to improve and excel an administrative developmental activity which has no direct influence on academic developmental issues.

Influence of School Leadership Development on the Teaching and Learning Process

Concerning the use of leadership development program for monitoring the teaching method of the existed teachers, all of the respondents strongly said as various brain storming and developmental activities helped them in order to do the check and balance work both formally and informally.

In connection with the very usefulness of leadership development program for making discussion with parents concerning their children`s academic performance, here too, all the interviewee with similar notion said that *the given leadership development program helped us a lot for making discussion with parents regarding their children academic performance.* On this regard specifically, one department head underlined the benefit of getting leadership development for specific purpose of making effective communication with parents:

> *"While I was a fresh department head, I had no good and professional approach of addressing issues to parents concerning their children academic progress. However, right after getting several leadership development training, I have seen my comprehensive improvement both at me and the students learning style. ''*

Concerning the usefulness of leadership development program for providing effective communication with the teacher`s and the students all do have agreed with similar attitude as it strongly supported them on making substantial and effective communication with the teachers and the students.

In connection weather the leaders seen change on the students' academic performance or not, all the interviewee admitted as though there is no too much outstanding performance change, on the students' academic achievement since academic achievement is not only the result of getting leadership development session. However, a gradual improvement on academic and behavioral aspect seen.

Findings and Discussion

All the respondents are not professional in education leadership and management. This indicates that the school leadership is performing the activities not by appropriate personnel. Hence the assignment is not in concordance with guideline provided by the Ministry of Education and with theory of school leadership and management, which may affect not to have a better leadership development plan and practice.

All the findings indicate that the school has vision and mission. This indicates that the school knows how to formulate the vision and mission, which is useful for developing leadership capabilities through practicing vision and mission preparation. The school leadership prepared the vision and mission without the participation of the staff members. This can be an obstacle for the acceptance of the mission and vision. And, this may not motivate and develop leadership capacity which was expected to be gained from the suggestions, questions and critiques of the stakeholders for complete articulation of the mission and vision.

The vision and mission are not communicated formally. The aspiration could be created in a schedule manner. This was the drawback for the inculcation of the mission among the stakeholders. If it was communicated formally, constructive, informative and important ideas could be incorporated which support the leadership development goal implicitly.

The school has formulated its own strategic plan. This indicates that the school`s leadership team are developing there caliber while making formulation of strategic plan to accomplish their goal in three years time.

Management committee prepares the strategic plan. It was introduced in an informal meeting to the other stakeholders. The committee which prepared the strategic plan was not selected from the staff members. This shows that the participation of the stakeholders is limited which may affect the implementation and leadership development process. If the team of the management was represented from the staff, the implementation and leadership development process would be much better.

The research finding indicates that training is conducted every summer for teachers. However, it was not incorporated the school leadership and auxiliary staff. This may bring   leadership development process implementation gap among the school leadership members. On the other hand, the finding showed as the training impact assessment has not been done by the school, which could be important for leadership development practice.

The research envisaged that out of ten employees at the leading position, four of them are attending further education by their own cost. Moreover, about seven teachers are enduring additional disciplines. This indicates as the leaders and other subordinates are striving to develop themselves. This endeavor enhance the professional competence of professionals and then of the student achievement.

According to the finding, the school leadership involves in evaluation, monitoring, controlling and organizing different working group. This implies that the school is exercising its main role Thus, the leadership development exercise which are discussed above are the outcome of the leaders contribution what they did on evaluation, monitoring, controlling and organizing different working group which are activities expected to be done in the making of leadership development.

The research finding shows that the achievement of the school is not as such prominent particularly in academic aspects which are manifested by having grade 8 regional examination results on which about 50% are failed in 2010 EC which indicates that the leadership development practice at Hamle 19 67 school does not show significant development or change on the students' achievement. Regarding the learning institution, the school has conducted researches to solve problems and also established inspection and quality audit department. This helps the school to evaluate its day today status in every aspect. Therefore, the school is trying to learn its short comings through continuous learn to adjust itself on ongoing conditions. This explains as the school is learning organization and developing its leadership caliber.

The qualitative study finding also showed that the school principal failed to delegate of other fellow leading members' in order to develop their leadership skill, which implies that the entire leadership members of the school are not exercising holistic leadership development. But a good number of leadership development literatures are stating, as delegation is an important tool for the needed leadership development at a given institution.

The study finding also indicated that the woreda`s supervisor and the school principals were providing immediate feedback right after making both formal and informal supervision for developmental purpose this implies that by getting spontaneous feedback and suggestions the capacity of the leaders being built gradually. However, since some supervisors were not providing feedback immediately, few leaders were not getting developmental feedback on due time bases which can affect the expected leadership development.

Regarding providing sufficient time for developmental activities by top leaders, the finding of the study showed that the school principals was usually busy on less developmental issues like following political meeting at government office, facilitating non academic and non developmental issue like monitoring late comers etc which implies that absence of sufficient developmental time has a negative effect on leadership developmental activities which was expected to be done in literatures. The worst of all, the top leaders do have an attitude of sup ordinate leaders do not need more developmental support which implies that   the expected growth and change of leaders may not be a priority. The finding of the study also shown that although the school provided in the school training various times,

the given training was not done by making need analysis at regular time by considering the very need of the leaders. This shows that, the school was not in a position to fill observed leadership development gaps since it failed to make need analysis and planned trainings. However, for the practical development purpose, a given in service training needs to be given by making in depth need analysis and the regularity of the program needs to be kept for a better long lasting developmental impact.

This qualitative study also shown that the government nave no specific budget for the implementation leadership development process which could be given as an award for the better performing leaders. This indicates that the concerned government office has no plan to make leadership development activities using motivational prizes that costs some amount of money. The study also shown as major decision making skills were not provided to middle and lower level leaders, which could help them to strengthen their leadership development caliber. In principle, it was expected of getting decision-making chance so as to increase their leadership skill. Here, of course, the said leaders were getting the decision making chance on small matters only. This implies that the top leaders were not developing sup ordinates by letting them make decisions on various decision making administrative issues.

The research finding also showed that the members of leaders were not getting chance to solve chronic conflict issues except letting them involving to solve simple mis behavior conflicts. But, sup ordinate leaders were supposed to involve more on conflict management works so as to develop their leadership skill more. This too implies that since middle and lower level leaders are not able to be involved on conflict management areas; they are not developing themselves on the area of conflict handling and resolution satisfactorily.

The finding of this study also shown that the principal and vice principal are a bit busy on non academic matters, and political meeting, the remaining school leaders were not visited and coached properly which implies that the expected leadership development gain through regular visiting and coaching is missed which was expected to be developed through regular visiting and coaching

Right after making an assessment of the students' performance, the leadership team was expected to revise its leadership development plan and implementation to improve their performance through developing the leaders leading capacity, however, in this study, little or no regular activity was seen and this implies that the leadership team of this school was not using the students result analysis for a bench mark of leadership development need which was expected to be used.

This qualitative study also shown that department heads and unit leaders of Hamle 1967 school were getting several developmental training and summer class course regarding instructional materials proper usage and related pedagogical issues. Therefore, it can be concluded as both department heads and unit leaders were being developed at their leadership post.

Regarding using experience sharing for leadership development purpose, since this school has shown a remarkable job through visiting near and far schools, leaders were grasping the necessary developmental skills on time bases, which has a good input towards the expected leadership development. The study also shown as the Hamle 1967 leaders were not getting new skills on the contemporary leadership thought from the top leadership position as expected and the blame was also taken to the respondents themselves by an absence of interest towards knowing new things this implies that since the leadership members of this schools are not getting contemporary leadership development thought at least in short term trainings the cannot develop themselves in line with the need of the day.

The study also shown that in the school there was a culture of making formal meeting with fellow leadership members. This indicates that the school is trying to capacitate there leaders trough formal meeting which is very fundamental thing for developing leaders well.

This study majorly identified as the main challenge for leadership development at this school is an absence of developing appropriate culture and capacity in the system. This implies that in this school since there is no regular leadership development culture in the form of system the continual leadership development cannot be implemented comprehensively which is very fundamental for a leadership development.

Regarding the use of leadership development program for monitoring the teaching and learning process , this study also shown that various brain storming and developmental activities helped the leadership member of Hamle 1967 school for making proper decision , for good communication and professional approach this implies that the school used leadership development program as its level best by considering the monitoring , teaching and learning improvement which was the expected outcome of leadership development task. The result of this study also shown that although the school was trying to make leadership development program as of its ability, there was no too much on the expected performance change on the students' academic achievement, which was the entire purpose of making leadership development at a certain institution.

Concluding Remark

The school has no well trained leadership and management professional which could affect the attitude and interest of getting and making leadership development at Hamle 1967 school. Leadership members of the school formulated the vision and mission of the school. However, it is not formally communicated to the school stakeholders, which could affect negatively the desired leadership development task. The schools three years strategic plan has been prepared well and communicated to the staff members. On the contrary, the parents and students were not included in the discussion. Although preparing and communicating to the staff members the three years strategic plan is important to practice the leadership development program, it could be much more developmental if parents and students were not included in the discussion.

The professional competency of the human resource is found to be promising and capable. Furthermore, the school leadership tries to develop itself with different means. The material and financial capacity of the school not found to be adequate to practice leadership development program.

The members of leadership team except the principal and vice principal, are not giving decision on critical issues which was expected to be done if the school was determined to practice the leadership development program to the fullest. The school has no enough reading materials on the area of school leadership development, which could fasten the leadership development program to its expectation of mastery level. Again although the school is providing coaching and immediate feedback to fellow

leaders, there is no yet summer in service or extension learning chance on the area of Educational Leadership and management, which was vital for the practice of leadership development program at organized and professional manner.

The school has no specific budget that can be used for leadership development purpose that was the motor of making leadership development program at any size of institutions. The leadership team is involved in school instructional practices such as in evaluation, monitoring organizing different workgroups and conducting training and discussion forums, which in one way or another can increase the leadership development practice.

The school principal do not used delegation of fellow member in order to develop their leadership skill which was expected to delegate on various responsibilities so as to develop once leadership inclination. The Woreda supervisors and school principals were providing immediate feedback right after making both formal and informal supervision for leadership development goal. The school's principal were usually busy on less developmental issues like following political meeting at government office, facilitating non academic and non developmental issues like monitoring late comers etc which may affect negatively the responsibility of making leadership development program by giving relatively more time rather than spending huge amount of duration on less developmental and routine matters. The leaders were not having an attitude of the importance of leadership development for the immediate bottom leadership members which was not to be thought in such a way. Also the school provided in the job training various times, the given training was not done by making need analysis and at regular time by considering the very need of the leaders which was expected to be done on due time.

The government failed to allocate budget for prize and motivation, which could support the process of leadership development. Major decision making processes were not given by sup ordinate leaders, which could help them to strengthen leadership development caliber.

Members of leaders except the top once were not getting chances to solve chronic conflicts except letting them involving to solve simple miss behavior issues. The leadership members were not visited and coached regularly due to the shortage of time of their immediate boss which was expected they to be visited and coached regularly so as to develop them properly.

Right after making the students performance analysis, leadership development activity were not being done fully but it was proper to make leadership development activity right after making the students performance analysis. Department heads and unit leaders were getting several developmental training and summer class course on the matter of instructional materials proper usage which helped to be developed to some extent. The school has made experience sharing with fellow schools' leaders, which has a good impact for their leadership development. The leadership members of the school were not getting new skills on the contemporary leadership development thought due to lack of interest by bottom leaders themselves which may affect the pace of leadership development program on due time bases.

The school had a good culture of making formal meeting with fellow leadership members, which is a key for leadership development. The main challenge for leadership development at this school is the absence of appropriate development culture and capacity in the system, which affects the regular leadership development program. Various developmental activities helped the leadership members of the school for making decision-making, communication and professional approach to some extent.

Although the school tried to make leadership development activities, the expected result improvement of the students were below the planned which is the major gap seen from the practice of leadership development.

Recommendations

Based on the literature and research finding I proposed the following recommendations,

    (i) The school should organize training and other leadership development strategies to school leadership in line with teachers training.

    (ii) The school principal should use delegation of bottom leaders in order to develop and exercise their leadership caliber.

    (iii)Enough budgets for the purpose of leadership development should be allocated to the school by Addis Ababa City Education Office

    (iv)Up-to-date supplementary reading materials on the topic of leadership development should be available.

    (v) Summer in service or extension learning chance on the field of educational leadership and management needs to be given to the leadership staff.

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