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Original Article

Effectiveness of school leaders in leading schools in Kambata, Ethiopia

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Abstract

This study aims at assessing the effectiveness of school leaders in leading their schools in Kambata. Descriptive survey research design was employed. It was conducted in a sample of 10 primary schools and on 66 school leaders (principals, deputy principals and department heads), and 90 teachers. Questionnaire and focus group discussions were employed for data collection from teachers, school leaders and Woreda education experts. Percentage and frequency were employed to analyze behavioral matrix items; weighted mean was computed to find out average values against each item score of organizational factors affecting the effectiveness of leaders. Spearman's rank order correlation coefficient (rho) was used to test the perceptual variations between teachers and school leaders regarding subordinate related factors affecting leadership effectiveness. It was revealed that most primary school principals value interpersonal relations; want to promote happiness of everybody, afraid to say no and want to live peacefully rather than giving attention for the work to be done. It was found that school leaders' overestimate their performance which, was not revealed by other participants. The study also revealed that there were internal (teacher and school leader related) and external (socio-cultural environment and organization related) factors affecting the effectiveness of school leaders in discharging their functions. It was concluded that effective school leadership is a function of presence of effective, supportive and participative leaders, presence of effective and matured followers/subordinates and presence of good organizational climate, social values, economic and political conditions.

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Effectiveness; leadership style; organizational factors; school performance; school leaders

1 Introduction

The problem of leadership has been one of man's major concerns since the days of antiquity. In modern days, leaders all over the world have taken their places in guiding the thoughts and efforts of people to the achievement of the common goals. In any organization people working there need leader's individuals who could be instrumental in guiding the efforts of groups of workers to the achievement of goals and objectives both of the individuals and the organization.

The objectives may not be very far reaching and the actions of the leaders may not be so dramatic, but the successful performance of the leadership role is essential to the survival of the organization (Mamoria and Gankar, 2008: 690-691). Success in school administration depends on one's overall leadership ability. For Clark and Clark (2002), leadership entails working together. It is an activity that occurs in a group in organization, or institution and which involves a leaders and followers who willingly subscribe to

common purposes and work together to achieve them. An administrator's leadership to a large extent determines how successfully his or her organization will be in delivering appropriate services and willing community support.

Mathews in Cunningham and Cordeiro (2006), describes educational leadership as giving purpose and direction for individual and group processes, shaping a school culture and values, facilitating the development of a strategic plan and vision for the organization, formulating goals and planning change efforts with staff, and setting priorities to student and staff needs. Research has begun to provide a more complete knowledge base regarding effective leadership (Susan, 1985). Susan (1985) developed an instrument to help people develop their own behavior style and to identify and understand the basic styles of others. Among the earliest of the vast research completed on leadership effectiveness were the Ohio State Studies (Stogdill, 1974). These Studies helped shift thinking away from a single-axis paradigm of leadership, often with democratic and autocratic at either ends of the continuum, to the two-dimensional paradigm of leadership that includes two continuum: consideration and initiating structure Over hundred studies of leadership have examined this model. The general findings suggest that consideration and initiating structure are positively related to various measures of group effectiveness, cohesiveness and harmony. A leader who score high on both of these dimensions would be considered more effective based on traditional values held by organizations (Cunningham and Cordeiro, 2003).

Fielder (cited in Cunningham and Cordeiro, 2006) found that a leader's effectiveness in a given situation depends on the fit between his or her style and the task, authority level, and nature of the group. An effective leader, according to situational theory, is one who understands the facts of a situation and deals with them effectively (Mamoria and Gankar, 2008). To these authors, effective educational leadership largely depends on team work and participation of the staff within the organization. That means that effective and efficient utilization of human and other resources in the organization is not possible without active involvement of the staff. In addition, the intended educational objectives of the organization cannot be realized if there is no effective team work and involvement of the staff in leadership activities.

Cunningham and Cordeiro (2006):141) noted that, effective leaders use knowledge from many sources to inform and guide their actions and those of their subordinates. This information does not prescribe practice, but it does provide the impetus for important discussion, action, and ultimately organizational success. Leaders pay close attention to theory, research and successful practice in order to enhance judgment and improve the quality of decision making. According to Cunningham and Cordeiro (2006):15), effective leaders help to develop and support commitment of exemplary practice among the staff. The ideas that exist within the organization are key, and therefore the leader must work to help shape those ideas by what has been successful in the past and what might be successful in the future.

In general, identifying and recognizing the factors which impede leadership effectiveness is crucial for the effective operation of the organizational activities. It does not only ease the work, but also creates a good mentality toward educational leadership and mutual understanding among the staff and leaders. Thus, the problem of effective school leadership has become a great concern of this study in the Primary Schools of Kambata.

In this study many questions have been addressed to develop a design for effective leadership in Primary schools of Kambata. Thus, to guide the study, attempt was made to address the following basic questions.

- Does the leadership that the school principals employ affect their effectiveness in Kambata? Which ones?

- What are subordinate related factors affecting effectiveness of principals in Kambata?
- Does socio-cultural environment affect the school leadership effectiveness in the study area?
- Which organizational factors affect the leadership effectiveness of school principals most or least?

The main purpose of the study was to explore the leadership practices and factors affecting leadership effectiveness of primary school principals in Kambata, Ethiopia.

This study is expected to be useful and important for the following reasons.

1. It may give school leaders, supervisors and other education officials some ideas regarding the importance of team activities and participating or supportive leadership in schools and educational organizations, and it may strengthen their interests and attitudes to obtain professional satisfaction.
2. It may increase awareness among the school leaders, supervisors and other concerned education officials about the existing problems of school leadership in Kambata.
3. It may provide some alternative solution or remedy that may help to improve leadership effectiveness, so that school performance might be efficient and effective.
4. It may contribute additional information and document base for researchers who want to conduct further study in the area.

2 Research Methods

2.1 Research design

Since this is an exploratory study aimed at examining and identifying factors affecting leadership effectiveness as well as assessing the practices of school principals' leadership, descriptive survey research design was employed. To this end, the study employed two approaches. The first approach was reviewing and discussing some principles, theories, models and literature relevant to leadership and leadership effectiveness. This part dealt with the analytical framework most important and appropriate to the analysis and understanding of the general leadership effectiveness in the organizational functions. The second approach was gathering the relevant data to determine factors affecting the effectiveness of school principals' leadership. This section focused on both qualitative and quantitative data about the respondents perception regarding leadership practices and factors contributed to the effectiveness of leadership in the Primary Schools under study.

2.2 Sample and Sampling Techniques

Out of seven Woredas and Three Town Administration found in Kambata, three woredas and two town administrations were included in the study. Because of larger number of teachers and school leaders in the study area, the sample representation in the study was set by a technique of simple random sampling. In the questionnaire part, 66 school leaders (principals, deputy principals and department heads) and 90 teachers were participated in this study as sources of data. Besides, 10 woreda education officers and experts

were participated in focus group discussion from three randomly selected woredas and two town administrations purposively since they were assumed to have rich information on the problem under study.

Since the sample size was relatively large, the main data gathering tool was questionnaire. Besides, focus group discussion was held with woreda education officers and experts to triangulate illuminate and deepen the data collected through the questionnaire.

A questionnaire used to survey a behavior matrix of leaders that is developed by Susan (1985) called "North West-Regional Educational Laboratory (NREL)" was adapted and administered to teachers, school leaders (Principal, deputy principals and department heads). Besides, a focus group discussion was held with some woreda education officers and experts. The Purpose of the focus group discussion was to compare the reality about leadership styles school principals employ and factors affecting their effectiveness.

2.3 Methods of data analysis

Both quantitative and qualitative techniques of data analysis were employed. Percentage and frequency were employed; weighted mean was computed to find out average values against each item score of organizational factors affecting leadership effectiveness. Spearman's rank order correlation coefficient (rho) was used to test the perceptual variations between teachers and school leaders regarding subordinate related factors affecting leadership effectiveness.

2.4 Theoretical framework

Success in school mostly lies in a series of action steps that school leaders should implement. It is evident that effective leaders are healthy, intelligent, tactful and resourceful. Leaders are furthermore characterized by their use of different leadership styles and their ability to choose the right leadership style to fit the specific situation. Bush (2008) defined leadership in terms of leadership as influence and leadership as having vision. According to him, a central element in many definitions of leadership is that there is a process of influence. Leadership then refers to people who bend the motivations and actions of others for achieving certain goals; it implies taking initiatives and risks. Ogawa and Bossert (1995) see this influence as an organizational quality following differing internal networks of the organization. Leadership may also be understood as 'influence' but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process.

However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values. Greenfield and Ribbins (1993), claim that the primary role of any leader is the unification of people around key values. The writers add that leadership begins with the 'character leaders, expressed in terms of personal values, self-awareness and emotional and moral capability.

As has been mentioned, the function of leadership seems to influence the overall performance of organizations. However, the lack of a unique definition of the concept of a principal's leadership, which is broadly accepted, creates problems in the examination of this impact. Indeed, leadership has been conceptualized and operationalized in many different ways. The fact that researchers have provided inconclusive results is not a sufficient argument for rejecting the concept of "leadership" altogether. For example, Gronn (2000):318) argues that leadership is still needed but a fundamental reconceptualization of the nature of leadership within organizations is overdue.

A first step to this reconceptualization is the identification of the causes of the lack of a universal definition of the concept of leadership (Hallinger and Heck, 1998:190). A second step is the identification of the main assumptions about effective leadership which seems to be a very difficult task. However, the main assumption that could be broadly accepted is presented by Riley and Louis (2000):47) who argue that "there is no package for school leadership, no one model to be learned and applied regardless of culture or context, though leadership can be developed and nurtured".

According to Terry and Franklin (2002), three main theoretical frameworks have dominated leadership research at different points in time. These included the trait approach (1930s and 1940s), the behavioral approach (1940s and 1950s), and the contingency or situational approach (1960s and 1970s).

Contingency and situational leadership theorists reject the conclusion that there is one best approach to leadership effectiveness. They suggest that time available, task specificity, competence and maturity of the staff, need for involvement, authority, and dynamics of the situation determine what style should be used (Cunningham and Cordeiro, 2006). These writers went on saying that other situational factors like groups size, rewards, leader status, method of appointment and technical background have also a contribution on leadership effectiveness. Although considerable conceptual and methodological progress has been made, little is known about the paths through which school leaders can enhance organizational and student outcomes and about the interplay with contextual factors (Hallinger, 2003:330).

The leadership style that is adopted by a leader can have a positive or negative influence on the effectiveness with which an aim is achieved, performances are executed, staff development is conducted, and job satisfaction is experienced in a school, all of which impact on the instructional program and academic achievement (Prinsloo, 2003:141).

Day, Harris and Hadfield's research in 12 'effective' schools in England and Wales concludes that 'good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school' (cited in Bush, 2008). Others consider effective leaders who have vision for their schools.

Hersey and Blanchard (cited in Terry & Franklin, 2002) in their leadership research confirmed that successful leadership depends on the relationship between organizational situation and the leadership style. According to them, organizational situation include such variables as the climate, managers and subordinate's values, attitudes, and experience; and the nature of the particular work to be done, including time and money.

The vast majority of studies investigating school leadership and its impact on school effectiveness were mainly focused on a principal's leadership. This tendency was based on the belief that the principal was the single source and direction of leadership in the school (Harris, 2003). Moreover, Kythreotis et al. (2010):234) found principal's human leadership style has a direct impact on school achievement.

It is thus clear that the effectiveness of leaders who employ a situational leadership style depends on the fit between their brilliance of choosing the appropriate leadership style for the specific task to be executed, with cognizance of their level of authority, and the nature of the specific group that they are leading. There is therefore no fixed personality-based trait for effective leadership and management. School principals who employ a situational leadership style therefore continuously (2006:155; Hersey et al., 2001:38). In sum and despite the descriptions of all the possible leadership styles engendering leadership effectiveness, there is not a single leadership style promoted as a model for fitting all contexts and all situations.

It is apparent from the preceding discussions that leadership effectiveness is a product

of many forces that act and interact simultaneously. Every leader must achieve some degree of integration of these varying and complex forces; otherwise there is a void in the leader's leadership necessary to perform the managerial job effectively. Effective leaders must be clear in the set of beliefs they plan to practice and the impact their style has on the culture, ethos, and environment in which subordinates work. Leadership style guides the action and interaction of the work group serving as a catalyst for achievement while bringing together diverse people within an organization to work for the common good.

3 Results

Two data gathering instruments were used to collect data for the study. Questionnaire was distributed to 100 teachers and 70 school leaders (principals, deputy principals and department heads) who are currently serving in primary schools of Kambata. The response rate was 66 (85.7 %) for school leaders and 90 (90%) for teachers. In addition, focus group discussion was held with woreda education experts. Hence, this section briefly presents the findings and discussions of the study.

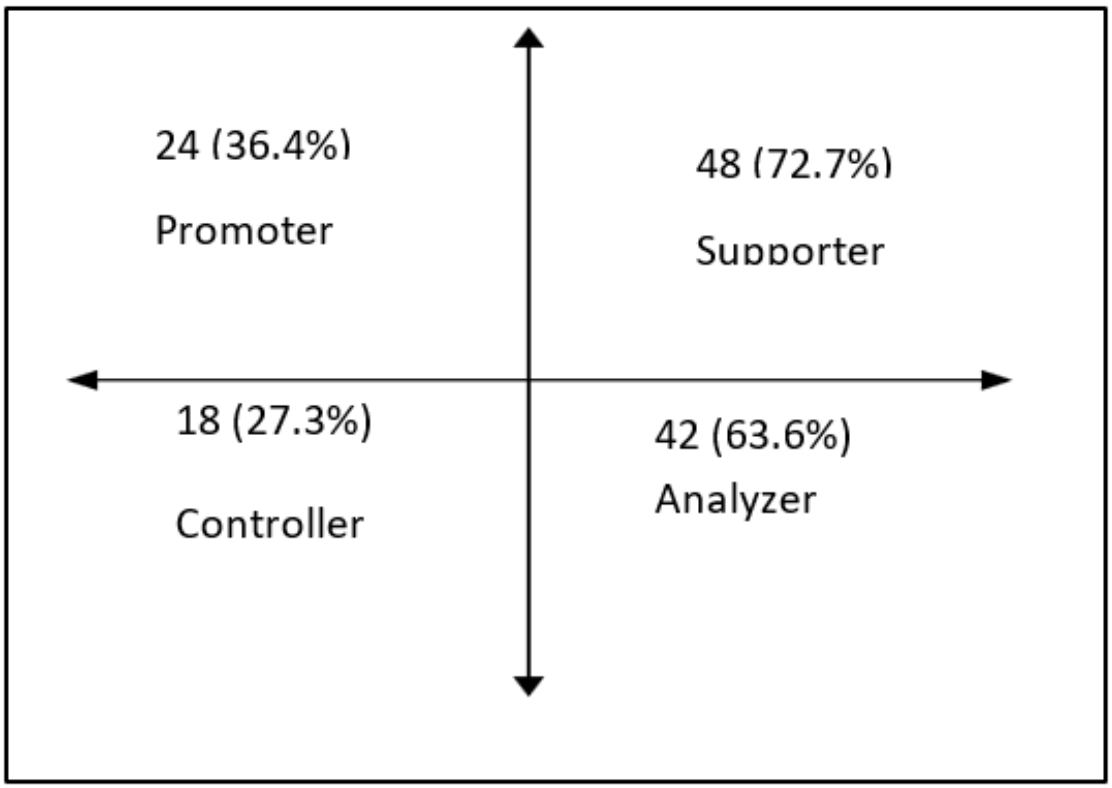


Figure 1: School leaders' perception regarding their most frequently applied leadership styles.

Graph 2

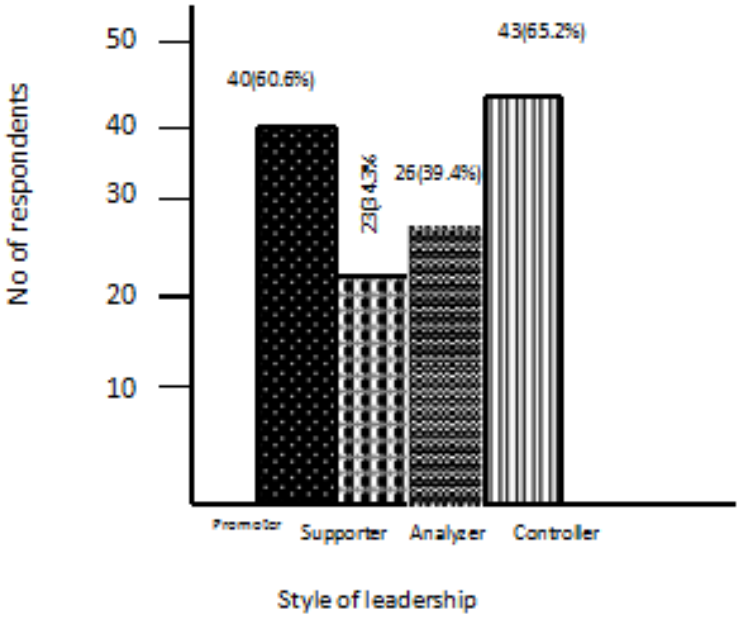


Figure 2: Leadership behavior of their superiors (bosses) as viewed by school leaders

The above two figures depict how school leaders view themselves and their immediate supervisors in the work situation.

There are great deals of diversity in the personal styles that people bring to their organizations. These styles serve as screens through which the individual views people, tasks, and organizations. Accordingly, to identify the behavior style of school leaders and to identify and understand the basic styles of others, the Northwest-Regional Educational Laboratory (NREL) behavior matrix instrument was used and the following results were obtained.

This placed the school leader and his/her supervisor into a quadrant on the behavior matrix.

The lines were next recognized in order to get four quadrants. Figure 1 and Figure 2 present the recognized lines in the form of behavior matrix. The marks were converted to axes and horizontal and vertical lines were drawn through the marks to determine the point where the two lines intersect.

This placed the school leader and his/her supervisor into a quadrant on the behavior matrix.

As indicated in Figure 1, and Graph 1, 48 (72.7%) of the school leaders considered themselves as supporter, while 18(27.3%) of them considered themselves as controllers. At the same time, 42(63.6%) of them pointed out that they use analyzer style of leadership, whereas 24(36.4%) of them said as they apply promoter type of leadership style. Here it can be generalized, that most primary school leaders in the study area use supporter and analyzer styles of leadership.

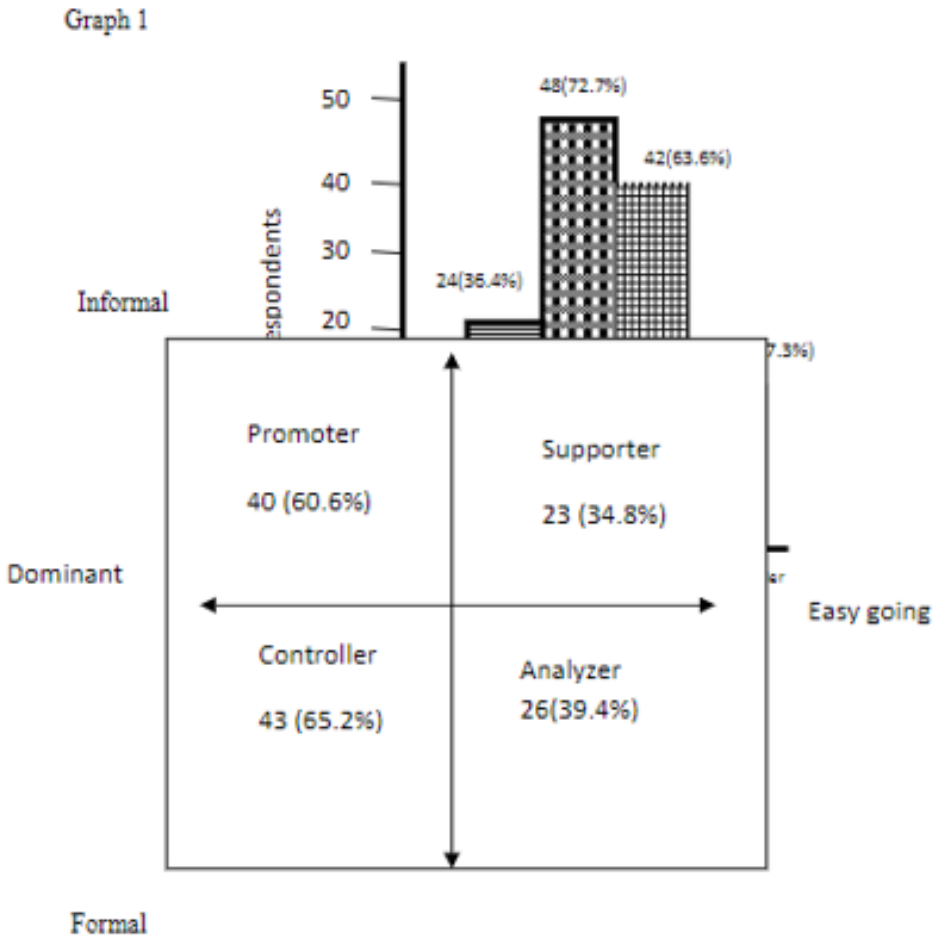


Figure 3

On the other hand in Figure 2 and Graph 2, majority, that is 65.2% of them revealed that their immediate supervisors are controllers and 23(34.8%) said that they are supporters. Besides, 40(60.6%) of the school leaders noted that their supervisors use promoter style of leadership, while 26(39.4%) of them pointed out that their supervisors apply the analyzer style of leadership From Figure 2, one can easily understand that the immediate supervisors of school leaders frequently use controller and promoter style of leadership.

When viewed in behavioral matrix. Below are the descriptors for each of the quadrants in the behavior matrix. The description of the characteristics of school leaders and their immediate supervisors falling in each of these four quadrants starting with upper-left quadrant (promoters), according to Cunningham and Cordeiro (2003):139-140) are:

Promotional Style: promoters get involved with people in active, rapidly changing situation. These people are seen as socially outgoing and friendly, imaginative and vigorous. Some see promotional style as dynamic and energetic while others perceive the same behavior as egotistical. In the work situation, promoters can get things going but might sometimes settle for less that the best in order to get on to something else. They are frequently highly competitive and might need to learn to work with others in a collaborative manner.

Supporting Style: supporters value interpersonal relations. These people try to minimize conflict and promote the happiness of everybody. Some people see the supporting style as accommodating and friendly, while others describe it as "wishy-washy" and

"nice." In the work situation, supporter might find it difficult to say "no," therefore frequently finding themselves over committed. Supporters are people-oriented and non-aggressive. They rely on others to give direction about how to get the tasks done.

Controlling Style: controllers want results. They love to run things and have the job done in their own way; "I will do it myself" is a frequent motto of the controller. These people can manage their time to the minute. Some see them as business like and efficient, while others refers to them as threatening and unfeeling. In work situation controllers make sure the job is done. Controllers are confident in their ability, take risks and push forward.

Analyzing Style: analyzers are problem solvers. They like to get all the data before making a decision. Some say they are through, but others complain that they are slow. These people are frequently quiet and prefer to work alone. In a work situation, analyzers bring valuable conceptual skills. They ask the difficult, important questions. Inter personally, they might seem aloof and cool. Analyzers might miss deadlines, but they will have all the reasons to support the delay.

Table 1: School leaders' response on their behavior in relation to the staff

No	Items	Make a great effort to do this		Tend to do this		Avoid to do this		Make a great effort to avoid	
		No	%	No	%	No	%	No	%
1	Closely supervise their subordinates	56	84.8	7	10.6	–	–	3	4.5
2	Set goals and objectives for their subordinates	46	69.7	15	22.7	4	6.1	1	1.5
3	Set up controls to ensure the job done	45	68.2	16	24.2	3	4.6	2	3.0
4	Encourage subordinates to set their own goals and objectives	50	75.8	16	24.2	–	–	–	–
5	Make sure that the subordinates work is planned	46	69.8	16	24.2	3	4.5	1	5.1
6	Check with subordinates daily to see if they need help	43	65.2	18	27.3	3	4.5	2	3.0
7	Step in as soon as reports indicate that the job is slipping	37	56.1	15	22.8	4	6.1	–	–
8	Push subordinates to meet schedules if necessary	50	75.8	12	18.2	3	4.5	1	1.5
9	Have frequent meetings to keep in touch with what is going on	41	62.1	19	28.8	4	6.1	2	3.0
10	Allow subordinates to make important decisions	50	75.8	8	12.1	6	9.1	2	3.0

The school leaders revealed that they are more of supportive however their immediate supervisors are more of controllers. Similar fact was also revealed by the education office experts in the focus group discussion. That is most school leaders in Kambata value interpersonal relations, want to promote happiness of everybody afraid to say no and want to live peacefully rather than giving attention for the work to be done. Their compliant on their immediate supervisors, might be associated with their characteristics of not disclosing their personal weaknesses. Thus, from the above figures (1 and 2) and graphs (1 and 2) as well as from interpretation of the behavior matrix, it can be concluded that successful leaders come from all quadrants of the matrix and an organization needs all four types of people to be successful.

Accordingly, majority (over 95%) of the school leaders who participated in the study pointed out that they closely supervise subordinates, set goals and objectives for their subordinates, set up controls to ensure the job done, check with subordinates daily to see if they need help, step in as soon as reports indicate that the job is slipping and push people to meet schedules. However, very few of them indicated the opposite. On the other hand, a great majority (over 92%) of them indicated that they encourage subordinates to set their own goals and objectives, have frequent meetings to keep in touch with what is going on and allow subordinates to make important decisions.

Table 2: Teachers' response on school leaders' behavior in relation to the staff

No	Items	Make a great effort to do		Tend to do this		Avoid to do this		Make a great effort to avoid	
		No	%	No	%	No	%	No	%
1	Closely supervise their subordinates	55	61.1	21	23.3	13	14.5	1	1.1
2	Set goals and objectives for their subordinates	37	41.1	39	43.3	10	11.1	4	4.5
3	Set up controls to ensure the job done	47	52.2	23	25.5	13	14.5	7	7.8
4	Encourage subordinates to set their own goals and objectives	33	36.7	26	28.9	17	18.9	14	15.5
5	Make sure that the subordinates work is planned	53	58.9	17	18.9	17	18.9	3	3.3
6	Check with subordinates daily to see if they need my help	32	35.6	26	28.9	19	21.1	13	14.5
7	Step in as soon as reports indicate that the job is slipping	36	40.0	26	28.9	22	24.4	6	6.7
8	Push subordinates to meet schedules if necessary	33	36.7	24	26.7	9	10.0	14	15.6
9	Have frequent meetings to keep in touch with what is going on	42	46.6	25	27.8	15	16.7	8	8.9
10	Allow subordinates to make important decisions	28	31.1	30	33.3	18	20.0	14	15.6

Table 1 depicts the school leaders' response on their behavior in relation to their staff.

Majority (about 75% on average) of the teacher respondents revealed that their school leaders closely supervise subordinates, set up controls to ensure the job done, set goals and objectives for subordinates, make sure that the subordinates work is planned, step in as soon as reports indicate the job is slipping and push people to meet schedules.

While about quarter (25%) of them responded opposite to that i.e. they said that school leaders avoid doing these or making a great effort to avoid doing these things.

On the other hand, about 68% on average of the teacher respondents noted that the school leaders encourage subordinates to set their own goals and objectives conduct frequent meetings to keep in touch with what is going on and allow subordinates to make important decisions. However, significant number (about 32%) of them revealed that the school leaders' avoid or make a great effort to avoid doing these things.

Therefore, from the above two tables (Table 1 and 2) one can conclude that school leaders are over estimating as if they possess and demonstrate such a behavior which was not witnessed by teachers. Thus, majority of the school leaders in the study area can be described as mild theory X advocates or believers.

Table 3: Column Totals

Column Totals	
Always (5)	550 X 4 = 33.33
Often (4)	244 X 3 = 11.89
Occasionally (3)	66 X 2 = 2.00
Seldom (2)	42 X 1 = 0.63
Never (1)	83 X 0 = 0
IS. Grand Total	47.05

Table 4: Column Totals

Column Totals	
Always (5)	598 X 4 = 36.24
Often (4)	276 X 3 = 12.54
Occasionally (3)	41 X 2 = 1.24
Seldom (2)	30 X 1 = 0.45
Never (1)	45 X 0 = 0
C. Grand Total	50.47

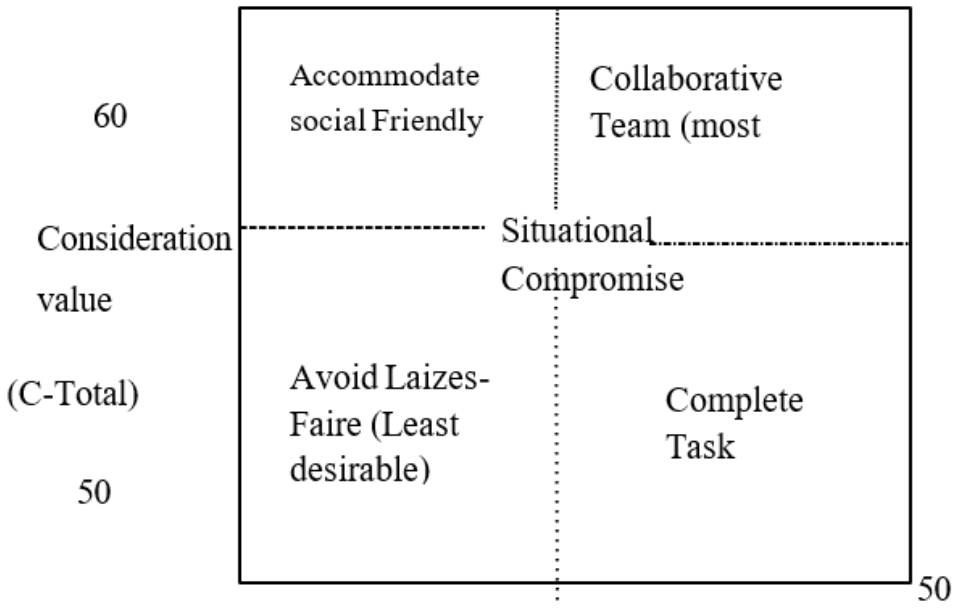


Figure 4: Charting Leadership Style Matrix

The above tables (3A1, A2, A3 and 3B1, B2, B3) show the styles of leadership in which school principals in Kambata Primary Schools most naturally apply in practice.

The columns on the left side of the survey questionnaire represent the initiating structure values. The right side columns represent consideration values. By recording the column totals in the initiating structure and consideration boxes above, (Total number of checks marked by respondents in each column of the leadership behavior survey, and by entering-the totals in the square for the appropriate column) multiplying each of these totals by the weighted factors indicated, the above results were obtained. Adding weighted factor totals for a grand total, representing the initiating structure grand total and consideration grand total. Then charting both of these grand total values on the charting leadership style matrix to determine the quadrant of the selected leadership style, the above results were obtained. The results of initiating structure and consideration in both cases are almost similar.

According to the research participants (school leaders and teachers) the most naturally applied styles of leadership in the study area are situational balance and compromise type i.e. 5,5 of the new managerial grid developed by Blake and Mouton (1964 & 1978). This fact was exactly revealed by woreda education officers and experts that they said that the school leaders choose to leave with peace and compromise with everybody; they don't give maximum concern for work and people. The 5,5 style is located in the middle of the Grid figure, with a medium level of concern for both results and people. Like the 9,1 and the 1,9, the 5,5 leader believes there is an inherent contradiction between the two concerns. This contradiction can be resolved by balancing the needs of people with results, through compromises and trade-offs rather than trying to achieve the sounded possible results. Here, the objective is not to strive for excellence but to play it safe and work toward acceptable solutions. The 5,5 is often very informed, but his/her efforts are weakened by the objective of filling in with popular trends. Information gathered is not used for challenging standards and searching for creative solutions but is used to reduce or suppress controversy. Research suggests that it is important to become a team-participation (contribute and committed) leader, i.e. 9,9 style of leadership (Cunningham and Cordeiro, 2003:146).

Table 5: Organizational factors affecting leadership effectiveness

No	Factors	Leaders (n=66)		Teachers (n=90)	
		Weighted Mean	Rank	Weighted Mean	Rank
1	How much confidence and trust does management place in subordinates?	3.21	15	2.92	14
2	How free do subordinates feel to talk to superiors about the job?	2.92	11	3.06	16
3	How often are subordinates' ideas sought and used constructively?	2.78	6	2.83	13
4	Is predominant use made of (1) fear, (2) threats, (3) punishments, (4) rewards, (5) involvement?	2.56	1	2.53	4
5	Where is responsibility felt for achieving organization's goals?	2.64	4	2.33	2
6	How much cooperative teamwork exists?	2.77	5	2.80	10
7	What is the usual direction of information flow?	3.26	16	3.01	15
8	How is downward communication accepted?	2.86	8	2.79	9
9	How accurate is upward communication?	2.95	12	2.80	10
10	How well do superiors know problems faced by subordinates?	2.89	10	2.29	1
11	Are subordinates involved in decisions related to their work?	2.62	3	2.70	8
12	What does the decision making process contribute to motivation?	2.88	9	2.61	5
13	How are organizational goals established?	3.00	13	2.80	10
14	How much personal resistance to goals is present?	2.58	2	2.67	7
15	Is there an informal organization resisting the formal one?	2.80	7	2.52	3
16	What are the cost, productivity, and other control data used for?	3.05	14	2.62	6
	Grand Mean	**2.86**		**2.71**	

Sixteen variables of organizational functions which could be practiced by school leaders were listed in Table 5. Out of these, only four items bear weighted mean scores that were above the minimum satisfactory point of the rating scale (3.0) for school leaders. The remaining twelve items hold values below the desired minimum point of the scale, i.e., 3.00.

The items described as "usual direction of information flow", "level of confidence and trust that management place on subordinates," "the cost, productivity and other control data used for", and "ways of organizational goal establishment" exhibited the biggest weighted mean values in the distribution i.e. 3.26, 3.21, 3.05 and 3.00 respectively for school leaders.

On the other hand, out of these sixteen organizational variables/factors, only two item bear weighted mean values that were above the minimum satisfactory point of the rating scale (3.0) by teacher respondents. However, fourteen items bear weighted means values that were below the minimum satisfactory point of the rating scale, i.e. 3.00.

Moreover, both groups of respondents reported that they were reasonably satisfied with the school variables/factors concerning "accuracy of upward communication", "acceptance of downward communication", decision making process contribution to motivation", and "existence of cooperative team". The weighted mean values for these items for school leaders were 2.95, 2.86, 2.88 and 2.77 respectively and for teachers 2.80, 2.79, 2.61 and 2.80 respectively. Nevertheless, teachers were relatively dissatisfied and considered as hindering factors for leadership effectiveness on items indicated by numbers

10, 5, 15 and 4. The school leaders also indicated their dissatisfaction on items indicated by numbers 4, 14, 11 and 5.

Furthermore, the overall level of effect of these factors could be determined by the combined or grand mean rates of the factors (variables). The grand mean computed for all the variables for the two groups of respondents (leaders and teachers) were 2.86 and 2.71 respectively. From the above table and discussions, it can be said that there are a number of organizational variables (factors) affecting the effectiveness of primary school leaders in Kambata. In addition, among these as indicated by woreda education experts are: lack of the necessary support from woreda management bodies, lack of monitoring and supervision from woreda education office, lack of commitment of supervisors, external interference and others.

Table 6: Rank order of the subordinate related factors affecting effectiveness of school leaders

No	Factors	Leaders (n=66)		Teachers (n=90)	
		Mean Rate	Rank	Mean Rate	Rank
1	Lack of motivation	0.15	2	0.17	14
2	Lack of commitment to accept responsibility	0.21	6	0.18	4
3	Lack of training (knowledge and skills)	0.15	2	0.13	1
4	Poor morale of subordinates	0.18	4	0.20	7
5	Lack of cooperation among teachers	0.21	6	0.17	2
6	Poor relations between management and individuals	0.14	1	0.18	4
7	Lack of self-confidence	0.19	5	0.19	6
8	Poor communication abilities	0.23	8	0.21	8
9	Not striving for excellence	0.39	10	0.22	10
10	Fear to face challenges	0.36	9	0.22	9

The data in Table 6 depict the rank order of subordinate related factors adversely affecting leadership effectiveness. Respondents were requested to rank these factors in the degree of priority that they may hinder leadership effectiveness. As reported by school leaders, poor relation between management and individuals, lack of interest and motivation and lack of training (knowledge and skills) and lack of morale of subordinates were ranked 1 to 4 in that order.

However, teacher respondents ranked 1 to 4, lack of training in management principles, lack of interest and motivation, lack of cooperation, and poor relation between the management and individuals in that order. Both groups of respondents have similar views on poor communication abilities, fear to face the challenges and not striving for excellence, i.e. they ranked them 8 to 10 in that order. Some remarkable ranking differences were observed between the two groups of respondents in the area of poor morale of subordinates, lack of commitment to accept responsibilities, lack of cooperation, and poor relations between management and subordinates. The spearman's rank order correlation coefficient employed justified that there is significant difference between the rankings of school leaders and teachers (rho= 0.76, $P<.05$). Thus, the views of teachers didn't match with the views of school leaders, that is, both groups didn't share the same idea concerning subordinate related factors affecting effectiveness of school leaders. These differences might be emanated as a result of school leaders' poor ability of coordination, motivation and leadership.

4 Conclusions

As proved by the laboratory test questionnaire of North Western Regional Education Laboratory (NREL), the most frequently used leadership styles in the primary schools of

Kambata are supporter styles, i.e they fall in the 1st quadrant in behavioral matrix, and that their supervisors or bosses mostly apply controller types of leadership styles, i.e their leadership styles fall under the 3rd quadrant on the behavioral matrix.

In group activities, as revealed by both groups (school leaders and teachers), through leadership survey questionnaire, the school leadership style fall under balance and compromise or the 5,5 style which was identified by Blake and Mc Canes (1991) out of seven leadership styles. Advocates of this style located it in the middle of the grid figure with a medium level concern for both result and people.

The organizational factors most affecting effectiveness of leaders were: presence of threats and punishments, presence of strong personal resistance to goals achievement in the organization, subordinates unwillingness to accept additional tasks and be involved in decisions related to their work, not knowing and being involved in the problems of subordinates, presence of informal organizations resisting the formal one, and lack of motivation in the organization.

The subordinate related factors most affecting effectiveness in the schools according to their level of seriousness were: lack of training on management skills, lack of motivation, teacher and student migrations to other countries, and poor relations between school leaders and individual teachers and workers.

Some school leaders' related factors affecting their effectiveness depicted by most respondents were: lack of training (knowledge and skills) in educational management; lack of experience in the management of schools; lack of motivators or incentives for school leaders; lack of the necessary support from within and outside the school; personal characteristics of leaders like unfairness, not involving teachers in decision-making, fear for criticism, lack of commitment, lack of trust and respect; shortage of budget to run the planned school activities effectively, poor communication ability and skills, and lack of time due to school leaders' engagement in other duties.

Effective school leaders are expected to: communicate about instructional matters, pay attention to student results, discuss curriculum and instruction issues, focus on how well learning objectives were mastered in communication with students, teachers, and parents, and to be a visible presence in and around the school.

However as revealed by this study, most school leaders lack such skills to apply these basic things.

From all the findings, it can be concluded that effective school leadership is a function of presence of democratic or participate leaders, presence of matured subordinates and presence of good organizational climate, social values, economic and political conditions.

5 Recommendations

Practically, it is impossible to become effective school leader and achieve positive results though unfair and negative influence on teachers and other school personnel. Therefore, in order to be effective, school leaders and other education officials ought to:

foster democratic, cooperative and collegian climate within the school system, provide motivators such as recognition, praise, encouragement, active support, trust and respect, and etc by acknowledging particular endeavor, and make a great effort to get cooperation and support of parents and the surrounding community.

One of the organizational factors which affect leadership effectiveness adversely was absence of rewards and incentive systems in the schools. Research in the field shows that when an organization voluntarily acts to benefit members, it signals a value placed on workers and concern for their well-being, which pays off through greater productivity and loyalty. Therefore, educational leaders at various levels of the education sector should provide incentives to attract competent teachers and workers, to develop and reward them, and to foster a relationship that retains them in the system.

In the study it was revealed that there is lack of support for teachers for performing various activities in the school, since the school leaders are not available in and around the school frequently. Therefore, school principals should be stationed at schools and create a supportive environment where people can thrive, grow and live in peace with others.

All other things being equal, individuals with more complex and varied information and knowledge are likely to be better performing than others. Trained school principals appear to have better professional attitude and relationships, less authoritarian and prepare better plans than untrained, and they seem to have more possible efforts on teacher performance and students achievements than untrained ones at all levels. Therefore, attention needs to be paid on the training of school leaders in current concepts and principles of educational management and leadership in continuous manner. At the same time the concerned government bodies are advised to make the salary of school leaders attractive for attracting experienced teachers to join the position.

As revealed by the study, lack of commitment and resistance to accept responsibility on the part of teachers is a serious problem for school leadership effectiveness. Nobody and nothing will motivate and raise the level of commitment of teachers except it comes from within. If teachers are intrinsically motivated, they will be committed and eager to work harder and accept any additional responsibility. Thus, teachers by themselves need to identify their pit falls, treat themselves and be intrinsically motivated to perform their duties effectively in their schools to promote student's achievements.

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Data Availability

Data can be made available on the behavior of the request

Declaration of interests' statement

The author declare no competing interests.

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