

Leadership/Management Challenges Of Secondary Schools In Wolaita And Dawro Zones, South Ethiopia

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ABSTRACT

The purpose of this study was to analyze the major leadership challenges of the secondary schools of Dawro and Wolaita zones. In order to attain this objective descriptive survey method was employed. The study was carried out in four general secondary schools of wolaita and Dawro zones. Stratified sampling technique for the selection of the schools, simple random sampling technique for teachers' selection and availability for principals' selection were used. Hence, principals and teachers were involved and the questionnaire was distributed among teachers and principals and again principals were interviewed. And, also the three years' (2002-2004 E .C.) EGSECE performance document was analyzed. The data gathered through questionnaire were analyzed using percentages and average mean. Based on the analysis, the study disclosed that the input, competency, economic, social, and attitudinal factors were found to be the major challenges. Accordingly, it was concluded that the challenges were multifaceted. Hence, it is recommended that all the concerned bodies of the zones should take measures to improve the performance of students through tackling the problems taking into account that the outputs of this level are the inputs for the current 33 universities and different development sectors of the country.

Key words: Leadership, Leadership Challenges, Secondary Schools, Principals, Student Performance, Management

INTRODUCTION

Background and justification of the Study

It is now 20 years since the introduction of the new Education and Training Policy. Since then, much more has been done to bring about change in improvement of education sector in general and in the management area in particular. For instance, now a days almost all of the schools of the country are made to be managed or at least an attempt has been made to be led by those specialized in educational planning and Management; a number of capacity building trainings were provided(both short and long); the society has been empowered to involve in decision making activities in advance etc.(MOE, 1994).

Despite all the efforts made by the government, performance of schools in general and secondary schools in particular is not as required in a number of schools as the documents of many schools show.

The secondary schools of Wolaita and Dawro zones were found to be some of the low performing secondary schools since recently. Hence, this study focused on factors that challenged and challenging directors who are the front liners to ensure the better performance in secondary schools of these zones.

Contemporary educational reform places a great importance on effective leadership and management of schools. The reason for this position is that an orderly school environment, which is efficient and well managed, provides the precondition for enhanced student learning. Practical researches at schools have been indicating that a co-relational relationship between leadership and higher levels of student- learning (Hopkins, 2000).

Nowadays leadership is identified as one of the key components of good schools. Without any doubt, quality of the leadership of the head has become the most important factor in the success of schools. Taking in to consideration this reality, a number of attempts have been made to improve the performance of schools (particularly the secondary schools) in the country since 1994. In this regard, the new education and training policy has been formulated with the sound implementation strategies both in access and quality. A number of ESDPs were designed out of which the III and IV were given high attention to ensure quality.

A number of educational inputs in quality and quantity have been provided for secondary schools ; a number of technologies have been introduced to secondary schools(including plasma and ICTs) ;a number of attempts were made to reduce the problems related with student-teacher ratios; student –class ratios; student-book ratios etc. ; the society has been empowered to take part in the decisions of the schools; different capacity building trainings have been offered to principals ; schools were made to be led by both qualified and specialized individuals etc.

Despite these all efforts made and being made by the government-the prevalence of sound policy and strategies, provision of inputs etc., observations at different times, the REB report of 2005, results of the EGSECE of the secondary schools of the two zones(since 2002 E.C. and need assessments made by colleagues show that the performance of students and the effectiveness of the management/leadership of the schools of these zones failed .

Hence, the researchers, taking in to account that graduates of the secondary schools or the outputs of this level are the inputs for the tertiary levels and the productivity of the university graduates highly depends on the performance of secondary school graduates, were interested in investigating the challenges that the leaders of the secondary schools of Wolaita and Dawro zones faced while attempting to improve the performance of students.

Statement of the Problem

Despite all the efforts discharged by the government, the performance of the general secondary schools of the two zones failed. Furthermore, no in-depth research was conducted at this level in the two zones. Hence, this research was aimed at answering the following basic questions:

- 1) What are the input related factors that challenged the leadership of the schools?
- 2) What are the process related factors that challenged leaders/or managers?
- 3) What are the output related factors that challenged leaders/ managers?
- 4) Which factors are the most serious one(s)?

Objectives

It is obvious that there are different stake holders and factors that negatively or positively influence the effectiveness of leaders and achievement of the goal of organizations like schools.

Human resources, material resources, financial resources and time, the process and the conditions of their output in the society are all the challenges, particularly for those who are in charge of running organizations like secondary schools to ensure high performance of their students. Hence, this study has both the general and specific objectives as follows:

General objective

The general objective of this study is to investigate the major factors that challenge secondary school leaders of the Dawro and Wolaita zones and to ultimately improve the performance of the students through the improvement of the leadership of the leaders based on the findings.

Specific objectives

- 1) To investigate the internal factors that challenged the school leadership.
- 2) To assess the external factors that hindered the schools not to be effective in leadership
- 3) To investigate the most serious problems out of the two categories.
- 4) To come up with solutions and strategies to the existing problems.

Significance of the Study

Upon the completion of conducting this research, the following parties would benefit from the findings as follows:

1. All directors of the secondary schools understudy, elementary schools of the zones as well and even the junior colleges in the zones ;
2. It may help as reference material for those who want to conduct a research;
3. It may help the policy makers and even the implementers to revise or visit their roles.

Delimitation of the Study

With regard to the study area scope, because of factors like financial, material, and time constraints, the study was delimited to two preparatory and general schools of Dawro zone and four general and preparatory schools of Wolaita zone respectively. And also it was delimited to the leadership challenges of secondary schools.

Limitations of the Study

The researchers faced the following challenges while conducting the research:

1. Reluctance on the part of principals and teachers of Sodo Comprehensive high school to fill in the questionnaire;
2. Lack of transportation some times to Dawro zone;
3. Business on the part of the principals.

However, later on the problems have been resolved through discussion with principals and teachers of these schools.

RESEARCH DESIGN AND METHODOLOGY

Research Method

Descriptive survey was employed and also both qualitative and quantitative data was used based on their advantages and the nature of the stud.

Source of Data

Both primary and secondary sources were employed –principals, v/principals, teachers, and documents were used.

Data Collection Tools

Based on their advantages to reach many informants and also to get in-depth information questionnaire (both close ended and open-ended) and interview(structured and semi-

structured) were used respectively and also documents of the recent consecutive three years(2002-2004E.C.) were employed. The tools were prepared in English for teachers and principals, because the medium of instruction of that level is English.

Data Administration

Questionnaire was prepared for ten individuals for the purpose of the pilot study from the two schools of the two zones other than the sample schools and analyzed through cronbach alpha or split half or spearman formula to check its reliability for preparing the actual questionnaire. Because pilot testing has a number of advantages like it helps to estimate the cost and duration of the actual study (Sarantakos ,1998;Oppenheim, 1992). After the actual data collection tools are designed and discussions, orientations and time arrangement were held and made with the informants, they were distributed, filled out and collected back to the researchers.

Data Analysis Tools

Percentages, frequency counts and average mean were employed to analyze both qualitative and quantitative data.

DISCUSSION AND FINDINGS

This is the second part of the chapter that focuses on the presentation, analysis and interpretation of data on the major leadership challenges of the general secondary schools of wolaita and Dawro zones, South Ethiopia.

Hence, it had twelve parts: the three years documents(2002-2004E.C.)on the performance of students in EGSSLCE, facilities and materials related factors, competency-based factors, human resource related factors, budget and finance related factors ,behavior and ethics, economic factor, institutional factor, socio-cultural factor, rules and regulations related factors, school support related factors and ranking the problems in the order of seriousness.

Table IV: The Level of performance of sample schools (2002-2004E.C.)in their respective zones

S.No.	Name of the sample secondary schools	Level of Performance in their respective zones(since 2002-2004E.C.)		
		2002E.C	2003E.C	2004E.C.
1	Areka	6th	14th	14th
2	Belie	5th	4th	8th
3	Boditi	8th	8th	13th
4	Sodo comp.	13th	5th	12th
5	Tercha	1st	2nd	1st
6	Waka	2nd	1st	2nd

Source: Wolita and Dawro zones Education Departments (September 2005E.C).

Though it seems that Tercha and Waka secondary schools performed better during those years, however, when its ratio is seen, its performance is still not good.

Table V: Facilities And Materials Related Issues

R.no	Items	RESPONDENTS									
		Principals N=12			Teachers N=100			Average Mean			
		yes	no	Neutral	yes	no	neut ral	Yes	%	No	%
1	Is there adequate school grant?	4	8	-	35	55	10	39	35	63	56
2	Is there cpd training?	8	4	-	40	52	8	48	43	44	39
3	Is there adequate block grant?	2	10	-	35	60	5	37	33	70	63
4	Is the budget released on the right time?	4	8	-	40	60	-	44	39	68	61
5	Is there finance management department?	8	2	2	37	60	3	45	40	62	55
6	Is there well equipped library?		12		7	93		7		105	94
7	Is there well equipped lab?		12		3	94	3	3		106	95
8	Is there well equipped school clinic?		12			100				112	100
9	Is there standard latrine for the staff?	6	6		28	70	2	34	31	76	68
10	Is there standard latrine for students?	7	5		40	58	2	47	42	63	56
11	Are there adequate reference materials in the library?		12		16	84		16	14	96	86
12	Are there sufficient lab chemicals?		12		11	89		11		101	90
13	Is there potable water in the school campus?	1	11		16	76		17	15	87	78
14	Are there sufficient chairs in the classroom?	7	5		54	40	6	61	54	45	40
15	Is there attractive student lounge?		12			90	10	-		102	91
16	Is there adequate sport field?		12		10	85	5	10	8	97	87
17	Is plasma functioning?	2	10		27	60	13	29	26	70	63
18	Is ICT available?	4	8		40	50	10	44		58	52
19	Are there functioning co-curricular activities?	5	7		52	40	8	57		47	42

According to items 1 and 3, there were no adequate and timely block and school grants, according to 56% and 63 % respondents respectively. Apart from that there are no well equipped libraries and laboratories and also no finance management departments, according to items 5,6, and 7. And also according to items 8, 9, 10 and 11, there were no standard clinic, latrines, chemicals, no clean drinking water; no lounge for both staff and students; no adequate sport fields. Furthermore, the plasma is not properly functioning because of the recurrent blackout of the electric power and the program adjustment related problems as well. As item 18 indicates also, the ICT is also not functioning properly due to a number of reasons, as witnessed by 52% of the respondents.

Table VI: Human Resource Related Factors

R.no	Factors	RESPONDENTS							
		principals		Teachers		Average Mean			
		yes	no	yes	no	yes	%	No	%
1	Are the principals qualified for the position they held?	2	10	35	65	37		75	
2	Are the principals specialized in leadership?	2	10	30	70	32		80	
3	Are all the teachers qualified?	12		100	-	112		-	
4	Are there professional counselors?	2	10	18	82	20		92	
5	Are there professional nurses?		12	30	70	30		82	
6	Are there sufficient janitors?		12		100	-		112	
7	Are there adequate security guards?	4	8	22	78	26		86	
8	Do all the teachers teach in their specialization area?	4	8	37	63	41		71	
9	Are there professional librarians?	2	10	15	85	17		95	
10	Are there professional lab technicians?	3	9	10	90	13		99	
11	Are there professional accountants?	-	12		100	-		112	
12	Are there professional property managers?	-	12	-	95	-		107	
13	Is there school improvement committee?	12		96		108	96	-	
14	Is there properly functioning student council?	-	8	-	74	-		82	
15	Is there properly functioning teachers' association?	-	12	-	100	-		112	

According to items 1 and 2, majority of the respondents, 75% and 80% respectively responded that except 2 principals, the rest were not both qualified and specialized in educational leadership. According to item 4, there were no professional counselors in all schools. This reality was witnessed by 92% of the respondents.

Apart from the above facts, there were no clinics, professional nurses, janitors, guards, professional librarians, lab technicians, accountants, property managers, properly functioning teachers' associations, properly functioning student councils.

Table VII: competency based issues

R.no	Items	RESPONDENTS							
		principals		Teachers		Average Mean			
		High	Low	High	Low	High	%	Low	
1	<i>Level of communication</i>	6	6	15	80	19	16.9	88	78.6
2	<i>The level of punctuality</i>	7	5	84	16	91	81.25	21	18.75
3	<i>The attention given for instructional leadership</i>	2	10	75	25	35	32.25	77	68.75
4	<i>The ability to manage conflict</i>	6	6	38	62	44	39	68	61
5	<i>The ability to manage diversity</i>	5	7	35	65	42	37.5	72	64
6	<i>The ability to retain staff</i>	6	6	11	89	17	15.18	95	84.82
7	<i>The ability to develop staff</i>	7	5	21	79	28	25	84	75
8	<i>Efficient use of resources</i>	6	6	26	74	32	28.57	80	71.43
9	<i>The extent to which managers follow up the progress of students</i>	8	4	34	66	42	37.5	70	62.5
10	<i>Fair treatment of community</i>	8	4	40	60	48	42.85	64	57.14
11	<i>Attention given for physically disabled</i>	2	10	20	80	22	19.64	90	80.34
12	<i>The extent to which high performing employees are rewarded</i>	4	8	35	65	39	35	73	65
13	<i>The extent to which you motivate your immediate customers</i>	6	6	40	60	46	41.01	66	56.93
14	<i>The extent to which you participate your customers in decision making</i>	5	7	43	57	48	42.86	54	48.21
15	<i>The extent to which you are raising fund to your schools</i>	4	8	19	81	23	20.53	89	79.46

With regard to item1, the level of communication of the principals was witnessed to be low by 78.6 respondents. Again according to item3, 68.75% of the respondents witnessed that the attention given for the instructional leadership by the principals was low.

According to the ability to manage conflict and diversity(item4and5), they are found to be low according to 61% and 64% respondents respectively. Again according to the findings above principals failed to retain staff; to develop staff; to use resources efficiently;

According to item9, 70(62,5%)of the3 respondents responded that the principals' follow up of students was low. And also according to item11 and 12, the extent to which principals give attention to physically disabled and the extent to which high performing employees are rewarded was found to be low. And also the extent to which the employees are motivated by their leaders is low, and the degree to which the teachers and other employees are involved in decision making was found to be low. According to item15, the degree to which principals raise fund for their respective schools was low.

Table VIII: School Support Related Issues

R.no	Item	RESPONDENTS							
		Principal s		Teachers		Average Mean			
		yes	no	yes	no	yes	%	no	%
1	Do you get support from the community? a) Financial b) Material c) Labor d) Other	4	8	24	76	28		84	75
		3	9	20	80	23		89	79.5
		2	10	19	81	21		91	81.25
		-	-	-	-				
2	Do parents follow up the progress of their children?	2	10	15	85	17		95	84.5
3	Are parents involved in counseling of the students?	1	11	16	84	17		95	84.5
4	Is there continuous capacity building support from woreda education office?	3	9	30	70	33		79	70.5
5	Do the woreda education office and council participate in building infrastructure for schools/	2	10	8	92	10		102	91.1
6	Is there any support from NGOs to your school?	1	11	5	95	6		106	94.6

According to item1 of Table VI, 75%, 79.5% and 81.25% of the respondents responded that they do not get the financial, material and labor support respectively from the community.

With regard to the parents' follow up of the progress of their children, 84.5% of the respondents said that they had not, and 84.5 % of the respondents (item 3), said that the parents were not involved in counseling of their children in schools.

According to item4, 70.5% of the respondents responded that there was no capacity building continuous support for schools from their respective woredas.

With regard to item5, (91.1%) of the respondents responded that there was no woreda support in infrastructure buildings for schools.

Concerning the support from NGOs, 106 (94.6%) of the respondents from many schools said that there was no support.

Table IX: Rules And Regulations Related Issues

R.no	Items	RESPONDENTS							
		Principals		Teachers		Average Mean			
		Yes	No	Yes	No	Yes	%	No	%
1	Is there operational rules and regulations	12	-	100	-	112	100	-	-
2	Is there school calendar?	12	-	100	-	112	100	-	
3	Do the school community respect the existing rules and regulations?	3	9	45	55	48	43	64	57.14
4	Does your school have vision and mission?	12	-	100	-	112	100	-	
5	Does the library function for the whole day?	-	12	-	100	-	-	112	100

With regard to item1,2,3,though there were school rules and regulations and calendar as well, however, the existing community does not respect them according to 64(57.14%)of the respondents.

Concerning item5,100% of the respondents witnessed that the libraries of the respective schools do not give service for the whole day(24 hrs).

Table X: Behavior And Ethics Related Factors

R. no	item	RESPONDENTS							
		Principals		Teachers		Average Mean			
		yes	no	yes	no	yes	%	no	%
1	<i>Do you love your profession?</i>	4	8	30	70	34	30	78	70
2	<i>Do you think that students are interested in learning?</i>	-	12	10	90	12	11	102	91
3	<i>Do you respect your customers?</i>	12	-	90	-	102	91	-	-
4	<i>Are you committed to shaping your customers?</i>	12	-	100	-	112	100	-	-
5	<i>Do you attempt to be good model for your customers?</i>	12		93	7	105	94	7	6
6	<i>Do you think that you are professionally ethical?</i>	12		98	2	110	98	2	2
7	<i>Do you think that your students are ethical?</i>	1	11	30	70	31	28	81	72
8	<i>Do students respect the rules and regulation of the school?</i>	6	6	79	21	85	76	27	24
9	<i>Do you give timely feedback to your customers?</i>	10	2	85	15	95	85	17	15

With regard to item1,78(70%) of the respondents responded that they do not love their profession, and students are not interested in learning(according to 91%of the respondents. According to 81(72%) of the respondents students are unethical(item7), and according to item8.

Table XI: Socio-Cultural Problems

R.no	Items	RESPONDENTS							
		Principals		Teachers		Average Mean			
		Yes	No	Yes	No	Yes	%	No	%
1	<i>Are students overburdened by house chores?</i>	12		100		112	100	-	-
2	<i>Do students come to school during holidays?</i>		12	13	87	13	12	99	88.4
3	<i>Are you overloaded?</i>	12	-	71	29	83	74	29	26
4	<i>Do you support your customers during part time?</i>	5	7	30	70	35	31	77	68.75

With regard to item1,112(100%) of the respondents said that students were overburdened with the house chores. With regard to whether students come to schools during the holidays,99(88.4%) of the respondents responded that the students did not come to school usually during the holidays.

With regard to whether teachers and leaders supported their customers , 77(68.75%) of the respondents agreed that they did not give more attention to students support during their part time.

Table XII: Economic Factors

R. no	Items	RESPONDENTS						
		Principals		Teachers		Average Mean		
		Yes	No	Yes	No	Yes	%	No
1	Are your students relatively from poor economic background?	12	-	100	-	112	100	-
2	Is there transportation problem for your students?	12	-	100	-	112	100	-
3	Do your students drop out due to economic problem?	12	-	100	-	112	100	-
4	Is there any pandemic disease that causes drop out?	12	-	100	-	112	100	-

With regard to item1,2,3and 4,112(100%)of the respondents witnessed that almost all of their students come from economically poor family, there was transportation problem, there was recurrent pandemic diseases , and hence, the dropout rate was alarming.

Table XIII: Institutional Factors

R.no	Items	REPOENDENTS							
		Principal s		Teachers		Average Mean			
		Yes	No	Yes	No	Yes	%	No	%
1	Is the promotion mechanism transparent for the staff?	12	-	90	10	102	91	10	9
2	Do your customers get on time what they deserve to get?	8	4	45	55	53	47	59	53
3	Is the school conducive for its community for work?	3	9	15	85	18	16	94	84
4	Do you think the society gives your school recognition?	2	10	34	66	36	32	76	68
5	Do supportive staff give the required respect for the students?	-	12	13	87	13	12	99	88

According to items2and 3,59(52.68%) and 94(83.93%)of respondents respectively responded that students did not get what they deserved on the right time ,and their respective schools were not conducive in many aspects.

Apart from the above, according to item4, 76(67.86%)of the respondents witnessed that the respective societies do not give due attention for the schools, and according to item5, 99(88.4%)of the respondents witnessed that the supportive staff did not give respect for the students as required.

Table XIV: Budget And Finance Related Factors

R.no	Items	RESPONDENTS							
		Principals		Teachers		Average Mean			
		Yes	No	Yes	No	Yes	%	No	%
1	Is the school grant adequate to achieve the goal of the school?	-	12	10	90	10	9	102	91
2	Is the budget allocated timely?	2	10	30	70	32	29	80	71
3	Is the block grant adequate?	-	12	25	75	25	22	87	78
4	Is the block grant timely?	2	10	32	68	34	30	66	59
5	Are there professional accountants?	3	9	10	90	13	12	99	88
6	Is there procurement department ?	-	12	13	87	13	12	99	88
7	Is there procurement specialist?	-	12	-	100	-	-	112	100
8	Are the materials and goods purchased on the right time?	4	8	25	75	29	26	83	74
9	Are the teaching learning materials distributed on the right time for those who are in need of them?	10	2	40	60	50	45	62	55
10	Is there participatory budget plan?	8	4	44	56	52	46	60	54
11	Is there internal income generation mechanism?	6	6	24	76	30	27	82	73

With regard to item1, 102(91%)and87(78%) of the respondents responded that the block grant and school grant were not adequate to run the scool effectively. And also according to item2and4, both grants were not timely(according to71% and59%respondents.

Concerning items5,6,and7, 88%,88%,and100%of the respondents responded that there were no professional accountants, no procurement department, and no procurement specialists. Apart from the above, the teaching learning materials and goods were not purchased on the right time;and not distributed on the right time.

According to items10 and 11, 54%and73% of respondents respectively witnessed that the budget pla was not participatory and the internal fund raising mechanism was missing in many schools.

Table XV: Ranking the Problems in order of their Seriousness

s.no.	Items /factors	Rank in seriousness	Remark
1	Financial problem	2 nd	18
2	Competency problem	1 st	20
3	Disciplinary problems of students	3 rd	16
4	Ethical problem of teachers	9 th	5
5	Community participation problem	4 th	14
6	Leadership problem	5 th	8
7	Lack of commitment on the part of students	8 th	5
8	Facility problem	7 th	6
9	Economic problem	6 th	8

The above table shows that lack of competency and leadership related problems took first place which account for 28(25%). Next, financial and disciplinary problems were found to be the serious problems of these schools and community participation, poverty, facility, lack of commitment on the part of students and ethics related problems were found to be the next striking problems of these schools.

MAJOR FINDINGS

The main purpose of the study was to identify the major Leadership/Management challenges of the secondary schools of wolaita and Dawro zones, South Ethiopia.

Accordingly, the assessment of the major factors—input-related, process-related factors and output related factors were carried out.

In order to achieve the purpose of the study, the following basic questions were stated and dealt with:

- 1) What are the input related challenges of leadership?
- 2) What are the process related challenges of the leadership?
- 3) What are the output related challenges of the leadership?
- 4) Which factor is the most challenging factor for the leaders?

Accordingly, the major findings of the analysis made were as follows:

- All the principals were found to be males;
- The majority(86%) of teachers were found to be males;
- Only 2(16.67%)of the principals were found to be qualified—second degree holders; and 100% of the teacher respondents were first degree holders;
- There were no adequate and timely block and school grants;
- There were no well equipped libraries and laboratories, and no finance departments;
- There were no standard clinics, latrines, chemicals, drinking water , standard lounges for both the staff and students; and no adequate and standard sport fields;
- Plasma and ICT are not properly functioning;
- Majority of the principals(75%) of the principals were not specialized in educational leadership;
- There were no professional counselors for students;
- There were no professional nurses, janitors, guards, lab technicians, librarians, accountants, property managers, properly functioning teachers associations, and student councils;
- The level of communication of principals was found to be low with all the concerned bodies;
- The attention given for instructional leadership was poor;
- The capacity to conflict and diversity management on the part of the managers was found to be low;
- Principals failed to retain and develop the staff and use the scarce resources efficiently;
- Principals could not give attention to physically disabled and girls;
- Principals ignored rewarding the high performing employees;
- The school community could not properly involve in decision making on school affairs;
- The school income generation was found to be very low;
- The community school participation was found to be low;
- The parent school relationship was found to be weak;
- The continuous capacity building training in all “weredas”or districts was found to be weak;
- Less attention was given for infrastructure building in all weredas of the two zones;
- The support in many weredas from NGOs was poor;
- The existing rules and regulations in many schools were found to be violated by students and the community;
- The libraries the schools do not give services for 24 hours;

- Majority of the teachers and principals do not like the profession; and students are not interested in learning;
- Students are overburdened by the house chore;
- Students are not willing to come to schools during holiday weeks;
- The support system by teachers and principals for their customers during their part time was found to be weak;
- Majority of the students are from poor economic back ground;
- The problem of transportation is prevalent for the majority of students;
- There are pandemic diseases in many of the “weredas”(districts that negatively contributed to the quality of education and the alarming rate of drop out as well;
- The society did not give due attention for education as required;
- The supportive staff was not enough and they did not give respect for the students and the staff as well;
- The teaching learning materials are not purchased and distributed on the right time for the different parts of the schools;
- The budget plan was not exhaustively participatory, and the income generation mechanism was still poor;
- The competency problem of all the managers, financial problem, and disciplinary problems stand 1st,2nd, and 3rd in the degree of their seriousness.

CONCLUSIONS

Based on the major findings, the following conclusions were reached:

- 1) It could be concluded that input related factors were the serious challenges of leadership. Hence. this indicates that schools themselves, the districts, and the federal government and the entire society are advised to generate much more money to enable schools achieve their goals.
- 2) The teaching learning, administrative and counseling process have been highly affected according to the analysis and the findings. This implies that there is a gap in the competency of teachers and leaders/or managers.
- 3) It was concluded from the findings that the outputs or the performance of tenth grade students has been highly suffered. This shows that leadership/or management failed.
- 4) The competency related factors were found to be the most serious one. This indicates that there is a high gap regarding the training –the qualification and specialization of leaders.

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