

INNOVATIONS

External and Internal Determinants that Affects the Roles of Principals in Secondary Schools of Hosanna Town Administration, Ethiopia

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Abstract: The main intention of this research was investigating the external and internal determinants factors which affect the roles of principals in secondary schools of Hosanna town administration, Ethiopia. To attain objective descriptive survey design was employed. The schools which participate in the study area were all government secondary schools (Bobicho, Wachemo, Heto and Yekatit 25/67) of Hosanna town administration. The sample consisted of 378 students from 6902 of population, 219 teachers from 481 total population and all (13) principals' were involved. Purposive sampling technique was employed to select the target schools. Stratified sampling technique based on grade level was used to select sample students, while systematic random sampling technique was employed to involved teachers in sample. And, Comprehensive (availability) sampling technique was used to gather data from principals. To collect necessary data, questionnaires for students and teachers and interview for principals were used. In analyzing the data mean, standard deviation, and independent sample T- test were employed. Data collected through questionnaires from the students and teachers, through five point likert scale were scored and categorized, then entered into the statistical package for the social science (SPSS version 26) software for analysis and data collected by the interview were analyzed qualitatively. The study disclosed that both internal and external factors were highly affecting the roles of principals. Moreover, the role of principals significantly affected by inadequacy of facilities, teaching-learning materials, turnover of teachers and Lack of capacity to guidance and counselling teachers and student were highest along the factors of continuum. Accordingly, the school principals should be arrange, capacitate/building/, and updating-upgrade themselves, and responsible organs should take to alleviate the schools from these factors.

Key words : 1.Principalship 2.Principals'roles 3.External & internal factors 4.Secondary schools 5.Hossana town administration

Introduction

Education is a process by which we transmit, experiences, new finding and values accumulated over the years. Educations enables individuals and society to make all- rounded participation in the development process by acquiring knowledge, skills and attitudes (ESDP-V, 2019). To bringing this into reality environmental scanning principals are crucial in this 21 century. School principals have long been thought of as important figures within a school and community. In a 1977 U.S. Senate Committee Report on Equal Educational Opportunity, the principal was identified as the single most influential person in a school. "If a school [...] has a reputation for excellence in

teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success"(Hansen, 2016) School principals are facing tremendous pressures from both inside and outside the school building to increase teacher accountability while maintaining a positive school climate. A principal's characteristics and their professional leadership practices may positively impact a roles to be achieved; however, the balance between personal characteristics (principal internal behaviors') and professional leadership practices has yet to be determined. Actions of individuals and interactions between people within a school are not the only elements affecting a school's climate. Outside influences can also alter the environment within a school. Caruso (2013) conducted a year-long qualitative study with two novice middle school principals to investigate the effects of both the micro politics and macro politics on change within a school. The findings from Caruso (2013) suggest macro political influences can affect micro political structures within a school, that is, decisions made by people outside of the school can affect the climate inside the school. Principals' leadership is characteristic interaction of different social actors, initiative, efficiency and effectiveness, readiness for change and variety of strategic choices in accordance with the requirements of the environment and the perception of new vision and institutional goals. It is an evolutionary path that coexists with the changes in external or internal environment and principals leadership inevitably occur as a complex process based on the individual vision, courage and willingness to learn, openness to followers and values that include better and more efficiently, based on the radical changes in the organization and the environment. Considering the role in terms of factors affecting instructional leadership of school principal performance is generally based on two components. The first of these is the competences of the school principal (inside) and external factor from teacher, staff, school environment, educational policy, and educational reform(Huong, 2020). Ozdemir (2019) conducted to examine the effect of the principal relating to instruction from inside and out of school compound. Msila (2013), Toprakçı et al. (2016), and Bays (2001) factors affecting instructional leadership in secondary schools, this also includes statements on identifying school goals; knowing the teacher expectations; deciding on institutional goals in conjunction with students, teachers and parents; and creating family expectations about enabling students to reach these goals. A supportive environment plays an importance part in instructional leadership (Leithwood & Jantzi, 2005). Harris (2004; 11-14) noted that problems principal facing a classified as principals related and their relationship with top authorities, problems related to time, and problems related to parents. This clearly suggested that the competences level of principals and his outside school environment. McEwan (2003, p.14) has maintained that another barrier of effective instructional leadership is lack of vision, lack of support from top authorities. Personal characteristics of principals such as devotion, loyalty, originality, adaptability, and emotional stability, are significant factors for affecting decision making processes in school. Accordingly there are many factors affecting principals' leadership. They are internal factors that belong to the principals own characteristics related such as gender, competence, awareness, skills and attitudes, and external factors also numerous from such as organizational environment, demographics, staff characteristics, resources, economic and political factors, technological and the culture of the organization. However, these factors are being evaluated separately in many different studies. Hosanna town administration secondary schools had been implementing well organized cooperative teaching-learning process with competence-based education approach, nevertheless the instructional leadership of principals has been strongly influenced by the various impact of context, facilities, competences and training level, ability to adapt to change of principal. The researches on this issue have been limited for the current study.

Research Questions

1. What are the external factors that affecting the role of principals in the study area?
2. How the internal factors that affecting the roles of principal in Hosanna town administration?

Objectives of the study

The general objective of this study is to investigate the external and internal factors affecting role of principals in secondary schools of Hosanna town administration

Specific objectives

The study has the following specific objectives. It aims to:

1. Identify the external factors that affecting the role of principals in the Hosanna town administration
2. Assess the internal factors that affecting the roles of principal in Hosanna town administration

Research Design and Methods

The purpose of this research was to identify external and internal factors that affecting the role of principals in secondary schools of Hosanna town administration. In order to achieve this purpose, descriptive survey design was found appropriate for its suitability when the objectives and nature of the study is considered. Moreover, descriptive survey is used to describing the existing phenomena. Utilizing mixed methods approach through collecting and analyzing both qualitative and quantitative data. Cohen (2007) Mixed method is advantageous to examine the same phenomenon from multiple perspectives.

Study Population, Sampling Technique and Samples

The target population of the study were secondary schools students, teachers and principals (both principals and vice principals). The schools which participate in the study area were all government secondary schools (Bobicho, Wachemo, Heto and Yekatit 25/67) of Hosanna town administration. The researcher selected secondary schools purposively because of his longer experience in the area, the problem what he observed, and to wisely use resources and time. In these selected secondary schools, there were 6902 students, 481 teachers and 13 principals found in the study area.

Therefore, principals were selected on the basis by using comprehensive (availability) sampling techniques owing to the environment, students were by using stratified random sampling and the teachers were also selected using systematic sampling technique (K^{th}). Accordingly, the students and teachers were determine the sample size by Solvin (1960) formula, which is $n = \frac{N}{1 + N(e^2)}$, from these the total numbers of students and teachers (378 and 219) were involved in sample. The sampled students and teachers were used to provide quantitative data for the questionnaires whereas the sampled principals were used to provide qualitative data for the interviews.

Data Collection Instruments

Gathering necessary information for the study questionnaires and interviews were employed

Questionnaires: questionnaires is a form of enquiry which contain both closed and open format though systematically compiled and well organized series of question intended to elicit information. Which will provide insight into the nature of the problem under the study, therefore the questions were prepared in English for the teachers and Amharic (National language) for students which were developed using five point Likert scale. And, these questionnaires were based on external and internal factors that affecting principals roles in the study area.

Interview: According to Kothari (2019) interview is one of the commonly used instruments for data collection explained through qualitatively. Thus, the researcher was interviewed all

principals in each school to get probe information about the problem. The researcher used unstructured interview for getting in-depth information.

Methods of Data Analysis

In this study, relevant statistical techniques were used, which include descriptive statistics such as mean, standard deviation and inferential statistics like independent sample t-test were used to present the quantitative data. The alpha 0.05 significant level were used to measuring the significance difference between the groups. Data collected through questionnaires from the students and teachers, through five point likert scale were scored and categorized, then entered into the statistical package for the social science (SPSS version 26) software for analysis. Statistical procedures were performed on quantitative data gathered from the respondents. Qualitative data that obtained from principals through interview, were analyzed for recurring theme and codes accordingly. These data were used to explain and enhance the statistical data drawn from the quantitative portion of the study. To further ensure the integrity and confirmatory purposes of the qualitative data were utilized in analyzing the data. According to Cohen & Manion, (2001) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings. Similarly, Bodgon and Biklen (2003:107), argue that “many sources of data are better in a study than a single source because multiple sources lead to a fuller understanding of the phenomena the researcher is studying.

Results and Discussion

External and Internal detriments that affect the roles of principalship

Respondents were asked questionnaires and interviews on what challenges faced in principals roles during leading the school. The responses from students and teachers, were analyzed on the table with items related to factors affecting principals’ effectiveness externally and internally. Besides interviews were conducted from the principals on the same dimensions. To determine the maximum and minimum length of the five point Likert scales (Strongly disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly agree=5) the range is calculated by (5-1=4) then divided by five as it is the greatest value scale (4÷5=0.80). Afterwards, number one which is the least value in the scales was added in order to identify the maximum of this cell. From this the mean scores of the data analysis were interpreted as follows: From 1 to 1.80 represents **Very low affected**, from 1.81 to 2.60 represents **Low affected**, from 2.61 to 3.40 represents **Medium/Moderately affected**, from 3.41 to 4.20 represents **Highly affected**, from 4.21 to 5.00 represents, **Very high/highly affected**.

1 .External factors that affect principal’s roles

ITEMS	RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean	F-value	P-value
1 Higher turnover of Teachers'	Teachers	219	3.886	1.0408	.0703	6.94	0.009
	Students	378	3.984	.7390	.0380		
2. Inadequate of resources like classes,	Teachers	219	3.31	1.2795	.0865	244.2	0.000

	students-desk ratio, toilet rooms for both sex, water and sanitation materials etc.	Students	378	4.056	.6220	.0320		
3.	Shortage of qualified teachers	Teachers	219	3.699	1.2995	.0878	149.6	0.000
		Students	378	3.894	.6905	.0355		
4.	Shortage of teaching materials such as text book, syllabus, teachers guide and stationary materials	Teachers	219	3.452	1.1736	.0793	150	0.000
		Students	378	4.095	.6320	.0325		
5.	Politicizing the school and most decisions making in favours' of external teams.	Teachers	219	3.909	.9678	.0654	7.34	0.007
		Students	378	3.820	.6570	.0338		
6.	Shortage of adequate guidance support from higher official	Teachers	219	3.384	1.3129	.0887	137.2	0.000
		Students	378	3.865	.8113	.0417		
Grand Mean		Both	597	3.794	0.930	0.572		

Table 1: Responses of teachers and school leaders on factors that affect principal's leadership effectiveness externally

As showed in Table -1 items 1, concerning factors which affecting school leaders' roles, higher turnover of teachers', which were reported that by the teachers ($M=3.886, SD=1.041$) and students responded that on the issue with calculated mean value ($M=3.984, SD=0.739$), which disclosed that the attrition of teachers highly affecting the roles of principals. The computed F-value ($F=6.94, p=0.009$) indicated that there is statistically significant difference between the two groups on the performance. On the some table item 2, regarding factors which affecting school leaders' roles, inadequate of resources like classes, students-desk ratio, toilet rooms for both sex, water and sanitation materials etc., teachers reported that ($M=3.311, SD=1.279$), this indicated that the issue affect the principals roles moderately and students rated on the same issue the computed mean value ($M=4.056, SD=0.6220$), which clearly showed that the factors affecting highly the performance of principles in the schools compound. The computed F-value ($F=244.2$) and p-value ($0.000 < 0.05$) indicated that there is statistically significant difference between the two groups on the performance. As showed in item three of Table 1, as far as factors which affecting school leaders effectiveness on shortage of qualified teachers, the mean value of both teachers ($M=3.699, SD=1.299$) and students ($M=3.894, SD=0.6905$) as indicated the responses of both groups that the factors were highly affect the roles of principals in the school and the calculated F- value ($p < 0.05$) this indicated that there is statistically significant difference between the two groups on the performance. On the some table item 4, regarding factors affecting school leaders' effectiveness, shortage of teaching materials such as text book, syllabus, teachers guide and stationary materials, teachers responses revealed that ($M=3.452, SD=1.174$) which affecting high. In the same way students on the issue disclosed that with computational mean value ($M=4.095, SD=0.632$), which also highly affecting the principals role in the schools. The computed F-value= 150 ($p < 0.05$), this indicated that there is statistically significant difference between the two groups on the performance that determine the roles of principals in the school compound. As showed as in item 5 and 6 of Table 1, regarding factors affecting school leaders'

effectiveness politicizing the school and most decisions making in favours' of external teams and Shortage of adequate guidance support from higher official that disclosed the mean value of teachers (M=3.91&3.38) and students disclosed with computed mean value(M=3.820&3.86), these showed that the external factors related issues under items were affect the role of principals highly. And the calculated F- value (p<0.05) indicated that there is statistically significant difference between the two groups on the performance. The overall mean score of both respondents were rated at mean value (M=3.79, SD=0.930), which revealed that the external factors that have affected school leaders roles highly. Supporting the above data, the interviewed principals indicate that higher attrition of teachers, shortage of resources, and qualified teachers were moderately affecting. One of the "X" schools principals stated:

In Hosanna town administration secondary schools there is inadequate of resources like classes, students-desk ratio, toilet rooms for both sex, water and sanitation materials and on the other hand teaching materials such as text book, syllabus, teachers guide and stationary material etc. are major problems of this school and others in Hosanna town administration. However, in some case teachers who are more competent are holding another degree in some business and technology fields are still searching for better job. This is due to betterment of life in the city area and private school paying better salary than government.

Another "Y" schools principals also confirmed that:

During inspection of current year program, I know that not only shortage of well qualified teachers but also, some of the laboratory and workshops are not well equipped with necessary instruments and machines. This may negatively influences principals' effort to ensure the quality as well as effectiveness of principal leadership. In general from above data we concluded that the responses of teachers, students and the interviewed principals from selected schools disclosed that the external factors were highly affect the roles of principals'

2. Internal factors that affect principal's roles

ITEMS		RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean	F- value	P- value
1	Lack of commitment	Teachers	219	3.312	1.396	.0944	149.0	0.00
		Students	378	3.391	.7114	.0366		
2	Lack of motivation	Teachers	219	3.941	1.0497	.0709	54.84	0.02
		Students	378	3.997	.6813	.0350		
3	Lack of capacity to guidance and counselling teachers and students	Teachers	219	4.111	1.0506	.0980	169.5	0.003
		Students	378	4.023	.9360	.0481		
4	Low capacity of principals to planning over all school goals	Teachers	219	3.027	1.5678	.1059	4.139	0.002
		Students	378	3.350	1.4581	.0750		
5	Lack of decision making capacity	Teachers	219	3.731	1.1635	.0786	183.9	0.012
		Students	378	3.465	.5488	.0282		
6	Lack of knowledge to leading	Teachers	219	3.845	1.0978	.0742	134.5	0.00
		Students	378	3.512	.5669	.0292		
Grand Mean		Both	597	3.49	0.963	0.151		

Table 2: Responses of teachers and school leaders on factors that affect principal's leadership effectiveness internally.

Based on the data revealed in the Table-2 items 1, regarding school leaders lack of commitment, teachers reported that ($M=3.312$, $SD=1.39$) and students disclosed on the issue with computational mean value ($M=3.391$, $SD=0.711$), were moderately affected respectively. And the computed F-value (149.0) ($p<0.05$) indicated that there is statistically significant difference between the two groups on the performance. On some Table item 2, as far as school leaders lack of motivation, the mean value of both teachers ($M=3.94$, $SD=1.049$) and students ($M=3.99$, $SD=0.681$) indicated that principal performance on this leadership dimension were high, and the calculated F-value =54.84 with alpha significant level ($0.02<0.05$) this indicated that there is statistically significant difference between the two groups on the performance. As indicated in item 3 of Table 2, concerning school leaders lack of capacity to guidance and counseling teachers and students, teachers responded that the computational mean value ($M=4.111$, $SD=1.050$) and the students disclosed with mean rated value ($M=4.023$, $SD=0.936$), were respectively highly affecting, and the calculated value is less than to alpha significant level ($0.003<0.05$) which showed that there is statistically significant difference between the two groups on the performance. On some table in item 4, as far as school leaders lack of ability to planning over all school goals, teachers reported that ($M=3.027$, $SD=1.567$) and the students rate on same issue with computed mean value ($M=3.350$, $SD=1.458$) indicated moderate respectively, and the calculated p-value is less than to that of significant level of $\alpha=0.05$, which indicated that there is statistically significant difference between the two groups on the performance.

With regarded to Table-2 item 5 and 6, concerning school leaders lack of decision making capacity and lack of knowledge to leading, the mean value of both items teachers revealed ($M=3.73$, $SD=1.164$ & $M=3.46$, $SD=0.548$) and students on the both items disclosed that ($M=3.85$, $SD=1.097$ & $M=3.51$, $SD=0.566$), respectively. These revealed that the two issues were highly affecting the performance of principal internally in the school compound and the two items calculated value of alpha is less than that from 0.05 at confident level of 95%. The grand mean score of these variables were at average points from 3.41 to 4.20 which represented that the factors have highly affecting the roles of principals.

With regard to the interviews of school principals of selected schools responses, internal factors which affect principals' effectiveness as follow: most school leaders are not committed to his/her school as much as possible and they perceived themselves as periodic leaders, and the ability of guiding the teachers and misbehaved students were no longer achieved as much as possible to demands of the customers (students and teachers). The rationale to these were over burden of them in academic works rather than administrative daily issues.

Hence from above data we concluded that most teachers, students and the interviewed responses of principals revealed that the principals' roles were affected highly through the internal factors.

Conclusions

On the basis of the major findings of this study, the following conclusions were made. The quality of education is determine by the level of students' achievement and the results of qualified, motivated, and committed teachers. This can be achieved through effective, efficient, motivated, and vigilant and enviromental scanned principals whobalance and give automatically response to political, social, economic, technological factors of school environment. The attrition of teachers are increase from time to time due to the problems related to administrative support, unable to giving the recognition from higher officials and principals weak capacity to formulation strategies to be leading the teachers and stakeholders were serious impediments. Additionally, inadequate school facilities and teaching-learning materials were also highly affecting; it was unable to achieve organizational goals without allocation of resources effectively and

efficiently. The decision you make, the agenda you established, and how you motivate and inspire students, teachers and stakeholders are key to managing the school's political climate. Understanding political behaviors and utilizing the leadership style necessary to maneuver toward organizational objectives is critical to squashing organizational politics and enhancing credibility as an effective leader. However politicizing the school and most decisions making in favours' of external teams were highly affecting in the study area the activities of principals. The internal factors that affecting principals roles in table two was generally highly affecting, except item- 4, which is moderately affect the principal role. In general from two Tables (1&2) we concluded that both external and internal factors were affect highly the roles of principals in secondary schools of Hosanna town administration. Thus, first of all the school principals should be arrange, capacitate/building/, and updating-upgradethemselves, because the access of education for principals in the town is accessible. Next, School community, Hosanna town administration, zonal education department, should be working together and fulfilling both human and materials resources in quality and quantity. Lastly the regional governments and ministry of education should set up appropriate salary scale that is tune with the current economic environment, and this might be stable the turnover of teachers.

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