Performance of School Principal Leadership Assuming Power Based on Competence and Appointment by the Government: The Case of Ambo Town Public Secondary Schools, West Shoa Zone, Oromia Ethiopia

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Abstract

These study emphasis on the examining the performance of school principal leadership based on the two power base of competence and government appointees in West Showa Zone, Ambo town public secondary schools. The study employ mixed sequential design and involves 166 participants from selected public secondary schools trough sample size determination within Yemane Taro formula coupled with systematic random sampling and again 6 KII interviewee were also conducted. The questionnaire and key informant interview were the instruments used to generate firsthand information. The data were analyzed by mean comparison and supported by the independent sample test to make comparison of the performances based on available standards and indicators for the two powerbase categories. The study found that the performance comparison of the two power base of principal leadership, the principals from competence based scores relatively higher mean scores in performances of vision for learning, staff support and development, operation and management, culture for learning and maintaining professional ethics and advocacy than the principals of government appointees. Based on these study founding it was recommended that the more competent the principal leaders, the more effective the educational organizations performances, then it was identified as competence based principal selection approach worth relatively better to be followed and implemented.

1. INTRODUCTION

1.1 Background of the Study

Education is vital to the prospects of any countries of the world. Enhancing quality of education, addressing social responsibilities and thereby contributing to the national development requires educational institution to have strong leadership, because effective leadership is central to Educational Institution's success, (Hofmeyer et al., 2015 and Braun et al., 2009). Therefore, leadership is one of the most important aspects that need to be taken into consideration for any institution's future, (Council for Excellence in Management and Leadership, 2001).

The importance of leadership in this regard has been demonstrated in both research and practice. Tschannen and Garris, (2004) affirmed that in these time, it is widely accepted that good educational leaders are the cornerstones of good educational institutions and without their leadership effort, educational institutions cannot be successful. However the way an individual gets into the leadership position is determined by a number of tracks. Teachers need to become affiliated to the ruling party in order to be appointed to a position in the school or they are assigned to other sectors. Partiality was seen in schools where non-member teachers are not involved equally in professional development activities like training and upgrading of their education level. That means in order to receive benefits; teachers are prompted to become members of the ruling party, which results in teacher's loss of their academic freedom which could influence the quality of education. Finally, the study revealed that performance evaluation of teachers was highly dependent on political activities and lacked the focus of the teaching and learning process.

Thus, teacher members of ruling party achieved greater evaluation points than the non-members. According to this study, political interference is the main reason for the professional dissatisfaction of teachers and the failure of schools to achieve their main objectives, (Siyum & Gebremedhin, 2015). In general, research on issues of political interference in educational leadership, in particular school leadership and teacher job satisfaction, have not been given due attention in the developing countries such as Ethiopia.

According to Fullan, (2001), the more complex society gets, the more difficult leadership becomes. Thus, Lewis, et al, (1998), asserts that school administrators are expected to cope with rapidly changing world of work to be effective at their schools. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change-makers and transformational leaders. Hence, lack of skill and necessary training is what affect the effectiveness of school principals in order to alleviate the school problems at hand in day to day activities.

According to Davis, et al., (2005) in today's context the roles of educational leaders are primarily characterized as coping with changes and complexities. Accordingly, the educational principal leaders need professional skills and are expected to be competent in various dimensions. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarian, community builders, public relation and communication aspects, budgets analysis, facility managers, special program administrators as well as guardians of various legal, contractual and policy makers and initiatives.

School leaders play an important role in strengthening the ties between school personnel and the communities that surround them (Fullan, 2001). Leaders of the most successful schools in challenging circumstances are typically highly engaged with and trusted by the schools' parents and wider community, (Hargreaves et al., 2008). They also try to improve achievement and well-being for students by becoming more involved with other partners such as local businesses, sports clubs, faith-based groups and community organizations and by integrating the work of the school with welfare, law enforcement and other agencies (PricewaterhouseCoopers, 2007).

1.1.1 School Principal leadership from international perspectives

Educational scholars consider school principals to be expert leaders in their schools because they have the power and authority to effectively shape and manage their school environment, (Hallinger, 2003). School principals remain the central source of leadership influence, because of the centrality of their positions as educational leaders. This position requires an appropriate level of training for the development of creative and efficient problem solving skills needed to tackle the day-today challenges in school environments. Therefore, the educational leadership position of the school principal has been a subject of interest in educational policy issues, (Wallace, 2013). According to Portin, et al, (2006) in the United States, the idea that the principal provides a nexus of innovative ideas, resource acquisition and empowerment continues to hold a prominent place in policy and practice. Additionally, the fact that principals hold a special place in U.S. educational policy issues underscores their importance as educational leaders, whose influence on learning outcomes and student achievements cannot be over-emphasized. As leaders, principals have many duties and responsibilities deemed crucial in the delicate and difficult environment of schools, (Northhouse, 2001). The principal's duties and responsibilities are more thoroughly emphasized in the next section.

1.1.2 Duties and Responsibilities of School Principals

School principals have different educational duties and responsibilities in comparison to other leaders such as business owners and industry managers. School principals often have to deal with education and business owners often have to deal with budgets. Researchers (Alghamdi, 2007; Duncan, Range, & Scherz, 2011) found school principals' duties and responsibilities to be vast and highly complex because they deal with humanity, teachers, and students who have different backgrounds and cultures. In addition, each school pursues its own unique mission and goals (Duncan et al., 2011), which a principal must consider when making decisions on how to run their school. For example, a main goal of religious school principals is to discourage students from practicing atheism, whereas, public school principals often do not pay attention to religion. This is the case in America's public schools where the student's right to religious freedom is enshrined in the U.S. Constitution. As leaders, principals must provide ethical services such as honesty and sincerity in a safe environment for the effective development of their students (Starratt, 1991). These ethical services and safe environments encourage teachers and students PREVIEW 12 to collaborate effectively and identify with the school's mission, vision, and goals (Witziers, Bosker, & Krüger 2003). In other words, the main task of school principals is to create an appropriate environment in their schools that will facilitate teaching, learning, and fulfillment of school goals. In this sense, Jackson and Kelley, (2002) stipulate that school principals should have the ability to create an effective environment by promoting a positive school culture and providing sufficient resources. Additional duties and responsibilities of school principals include creating a comprehensive environment, developing school instructions, monitoring the school process and evaluating school outcomes (Rucker-Cortez, Irons, Kirk, & Stephens, 2012). Many other vital duties and responsibilities are associated with being a school principal. For instance, Barnett (1992) lists five of them, which are: to understand self, to use inquiry, to shape organizations, to understand people, and to understand the environment. According to Barnett (1992) one of the school

principal's main responsibilities is to understand self. Understanding self-means that, developing an appropriate educational mission, vision and goals for schools. Second, he suggests that school principals must use inquiry to address the daily challenges that their schools may face. Using inquiry means school principals have to research the school's problems to come up with appropriate solutions for their respective institutions. Third, he argues that school principals must have the ability to shape educational institutions by clarifying the school's structure and mission for teachers, staff, parents, and students in order to achieve the school goals. Fourth, he emphasizes that school principals should strive to understand the people with whom they maintain working relationships. Being able to understand school personnel, students, and parents, will help school principals to anticipate their needs in order to address them. Last, but not least, Barnett, (1992) believes school principals must know the environment in all its diversity. This implies that school principals should research the internal and external school atmospheres in order to understand the different cultures and politics at play in their school environment. All these duties and responsibilities require that school principals have the necessary skills to understand and do their job effectively. School principals who are capable of performing these duties and responsibilities will be able to effectively support the teaching and learning goals of the educational system. Scholars argue that school principals' duties and responsibilities often fall into three categories: guiding the school, supporting professional work, and running the school, (Portin, Alejano, Knapp, & Marzolf, 2006). Guiding the school means school principals should first focus on school processes when performing their administrative duties. School's processes include mission, vision, and goals. School principals have the duty to set the directions for their schools. To set these directions, school principals need to identify their personal attitudes, behaviors, and beliefs, (Wohlstetter & Briggs, 1994; Zimmerman, 2011). School principals are expected to create an appropriate environment that encourages staff, teachers, and students to achieve a high level of performance in their work. In addition, stakeholders expect school principals to promote an inclusive working and learning environment for all, (Leithwood, et al, 2004). The second category is supporting professional work. School principals should focus on workers and students. School principals are responsible for effectively hiring teachers and staff who are qualified for the jobs they are hired to do, (Lynch, 2012).

1.1.3 School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of United States of America. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century. Teshome, (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed, (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. According to MOE, (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome, (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience, (MOE, 2002). However, in the first, few decades of 1960"s graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 Ethiopian Calendars showed that secondary school principals were those who held first degree, preferably in educational administration field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. But the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

It is necessary because principal performance assessment offer the additional mechanisms to ensure accountability for results and reinforce the importance of strong leadership practices. More or less school principal leaders are only second to classroom teachers as the most influential school factors in student achievements, (Hallinger & Heck 1998, Leithwood et al, 2004). Overall the performance assessment can also have multifaceted contribution to schools that it is used to inform the future decision based on the current performance levels including the need to provide information with which to build professional learning school development plans. Hence having those expectations as benchmark, this particular study was conducted on basic category of the former principal selection criteria that given direction to be appointed the one with better politically supportive individual principal leader and the new criteria set since 2014 Ethiopian calendar that is to pave the way for merit and competence based. Therefore it was to address the comparison of relative performance of school principal leadership based on their base of power as of competence and appointment by the government.

1.2 Statement of the problem

Educational leaders play a lion share in affecting the climate, attitude and reputation of their schools. They are the cornerstone on which learning communities function and grow. With successful leadership, schools become effective incubators of learning, places where students are not only educated but challenged, nurtured and encouraged, (Joseph Lathan, 2022).

Leadership is a critical aspect of all social endeavors. Particularly in schools, talented leadership is essential to student achievement. School leadership impacts all facets of education in a way teacher's motivation, shaping the conditions and the environment in which teaching and learning occurs and interaction with the broader community. In fact in many school systems, effective school leadership is far from the norm. It is often simply assumed that school leaders, irrespective of capacity, will discharge responsibilities and initiatives assigned to them. Moreover, programs to prepare and or support school leaders are either lacking or ineffective, (Harriet N. 2017).

Effective leadership can make a difference in schools with school climate and environment and is essential in improving the efficiency and equity of schooling, (Pont, Nusche & Moorman, 2009).

Most teachers believe that their principals are assigned based on relatively competence based and or by their political affiliation with the ruling party. Thus, teachers have no trust and confidence in their principals' skills to lead their schools. They believe that their principals have no capacity and ability in educational leadership. On the other hand, teachers who are members of the ruling party interfere in the principals' activities. Such teachers dominate decision making by the school administration. In such schools, principals are not autonomous in decision making. This is supported by findings of the study of Siyum and Gebremedhin, (2015) who found that there is a significant relationship between position and the politics of ruling party membership in the schools. In the contrary the overall competence of individual principal leaders as a source of position contributes in its independent views towards respective performances. Basically since there is no empirical research conducted on the identification of performances of principal leaders based on the two power bases and that is why it worth as the research gap, this study will be expected to make shed lite to best distinguish the pros and cons of the two approaches of principal assignment and appointments. Hence having those critical arguments on the performances level of school principal leadership, in respect to their base of power whether they are from competence and government appointees, this specific study is planned to compare their respective level of performance in selected public secondary schools in the study area provide that possible recommendation to be applied the more effective approach.

1.3 Objective of the study

1.3.1 General Objectives

The general purpose of this study is to make comparison of performances of school principal leadership assuming power based on competence and appointment by government in the selected public secondary schools.

1.3.2 Specific Objectives

- To compare the relative performance of the school principal leadership of power based on competence and appointment by the government.
- To describe the level of trust and acceptance of principal leaders among school community as of principals of competence and appointment by government.
- To identify the existing trends of selection and appointment of principal leaders of the two categories based on their base of power.

1.4 Research Questions

1. Which power bases of principal leadership more focus on continuous improvement of teaching and learning process?

2. To what level the principal leadership of the two power base category takes priority for their respective staff development and support program?

3. Which power base category of principal leadership model the way in professional ethics and advocacy?

4. In which category of power base the more emphasis given to secure and sustain their power position?

1.5 Significance of the Study

This study will be expected to contribute in the identification of school principal leadership performances by making comparison based on their bases of power and making scientific recommendation for the executive body to redirect their principal leader selection in public secondary schools.

1.6. Delimitations of the study

This research was limited with conceptually, geographically and methodologically. Particularly the study area was bounded to Ambo town, West Shoa Zone, Oromia Regional State, Ethiopia. Conceptually it was focused on the performance of school principal leaders assuming power based competence and appointment by government by using six independent indicators identified in the conceptual frame works and that is concerned and covered within this study. The research conducted from January 2023 to June 2023. Five public secondary schools were addressed namely, Ambo secondary, Awaro secondary, Leban Mecha secondary, Bakalcha Barisa secondary and Ambo preparatory and secondary schools. But it is delimited other factors like the role of politics in education and selection in advancement of local network as selection criteria and as well as pros and cons of politics in education

2. REVIEW OF LITERATURE

2.1 An Overview of Principal Leadership Performance

Performance is a summary measure of the quantity and quality of contributions made by an individual or group to the production purpose of the work unit and organizations. Performance is the result contributed by a person or group in carrying out the tasks for which they are responsible. Performance is the culmination of three related elements: skills, efforts and the nature of the external situation, (Ackermann, R, et al, (2002). Hence the extent of performance of school principal leaders was determined by the level of leader's competence. The competence was again related with the position if only if one comes to power in competence based.

For instance in the Addis Ababa city administration public secondary schools, the principals are selected and assigned based on their political commitment. Most responding teachers believed that principal positions were filled by ruling party members and principals have been given political missions in the schools, Elias Sebsibe and Brigitte Smith, (2020). Many teachers believed that the Ethiopian education system is highly governed by the politics of the government although schools are expected to be independent, (Siyum & Gebremedhin 2015:223-235). The Balanced Leadership Framework model, developed sets forth a list of leadership responsibilities associated with effective school leadership and student achievement, (Marzano, Waters, & McNulty, 2005, p. 42-43). The leadership responsibilities outlined in the Balanced Leadership Framework are divided into three major components, Thus (a) Purposeful Community-affirmation, communication, culture, ideals or beliefs, input, relationships, situational awareness, visibility, (b) Focus of Change- contingent rewards, discipline, focus, involvement in curriculum, instruction, and assessment, order, outreach, resources, and (c) Magnitude of Change-change agent, flexibility, intellectual stimulation, knowledge of curriculum, instruction and assessment, monitor or evaluate and optimize.

According to Seashore, et al., (2010), school principals are the ones who have the power and leadership autonomy in the schools. Practicing leadership, making decisions and setting the vision of the school is the primary function of school principals. However, the autonomy of school principals are becoming questionable for the contemporary school leadership, since principals do not have the freedom to make decisions in case they have to consult with others, and as such others will make the final decisions. Therefore, this research is expected to make comparison of performances of school leadership based on the two power bases.

2.2 Theoretical Review

2.2.1 Social Exchange Theory

The most fundamental form of social interaction is an exchange of benefits or favors which can include not only material benefits but also psychological benefits such as expressions of approval, respect, esteem and affection. Several versions of social exchange theory have been proposed by, (Blau, 1974; Homans, 1958; Thibaut &

Kelley, 1959), But for this particular study of performance of school principal leadership assuming power based on competence and of government appointees will be related with   the versions by Hollander, (1958, 1980) and Jacobs, (1970) are most relevant because they are explicitly concerned with leadership. Member expectations about what leadership role a person should have in the group are influenced by the person's loyalty and demonstrated competence. The amount of status and power accorded a person is proportionate to the group's evaluation of the person's potential contribution relative to that of other members. The contribution may involve control over scarce resources, access to vital information, or skill in dealing with critical task problems.

Group members are usually willing to suspend immediate judgment and go along with the person's innovative proposals for attaining group goals. When a leader makes an innovative proposal that proves to be successful, the group's trust in the person's expertise is confirmed and even more status and influence may be accorded to the person. On the other hand, if the leader's proposals prove to be a failure, then the terms of the exchange relationship are likely to be reassessed by the group. The negative effects are greater if failure appears to be due to poor judgment or incompetence rather than to circumstances beyond the leader's control. The more negative evaluation will be made if the leader is perceived to have pursued selfish motives rather than loyally serving the group. Selfish motives and irresponsibility are more likely to be attributed to a leader who willingly deviates from group norms and traditions. Thus, innovation by the leader can be a double-edged sword. Success resulting from innovation leads to greater credit, but failure leads to greater blame.

The exchange process by which leaders gain influences from repeated demonstration of expertise and loyalty is probably much the same for formal leaders in large organizations as for emergent leaders in small groups. However, the authority and position power that comes with appointment by superiors makes formal leaders less dependent on subordinate evaluation of their competence. Nevertheless, an incompetent leader will lose status and expert power with subordinates, and demonstrated incompetence may eventually undermine the leader's legitimate authority as well, (Evans & Zelditch, 1961).

2.2.2 Political and Transactional Leadership Model
It was developed by Tony Bush the Professor of educational leadership at the University of Warwick, a widely published author and editor of educational management, administration and leadership. Bush, (2003) links transactional leadership to his political model. In political models, there is conflict between stakeholders, with disagreement being resolved in favor of the most powerful protagonists. Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction, (Miller & Miller, 2001).

Miller and Miller's, (2001) definition refers to transactional leadership as an exchange process. Exchange is an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangements.

2.4 Empirical Review
Ethiopia has been engaging in macroeconomic development programs such as the Sustainable Development and Poverty Reduction Program, (SDPRP: 1995–2005), Plan for Accelerated and Sustained Development to End Poverty (PASDEP:2005–2010), First Growth and Transformation Plan (GTP) (2010–2015), and Second Growth and Transformation Plan (2015–2020) since 1995 (Ministry of Education (MOE), 2015). All of them were planned to respond to human capital development needs that could contribute to poverty reduction and the country's economic development progress, (MOE, 2015).

For instance, the review of Ethiopian Education and Training Policy and its implementation, (2008) stated that school principals in Ethiopian secondary education are less than the average in the following areas, The ability to perform technical management, building school culture and attractiveness of school compound, ability to create participatory decision making and school management for teachers and students, ability to create orderly school environment by clarifying duties and responsibilities, selection and recruitment skills and ability to communicate with different stakeholders. According to the recent study by Vogue, (2013) summarizes as leaders of education require preparation in educational leadership. An educational leader and manager shall be an expert in theory, methods and practice of managing human ,material physical and financial resources, and should be able to initiate, guide, direct, supervise and control activities in range of educational institutions, environments and expected to understand government regulations and policies on education and act upon them as of important and required.

Likewise, Wudu, (2003) also noted that secondary school principals are expected to create facilitative condition in arranging for staff development. Again, Mulugeta et al., (2005) explained that due to the existence of unqualified principal leaders, schools instructional process remains ineffective, curriculum implementation become poor and collaborative working behavior do not get exercised in the schools.

Every organization expects its members to show optimal performance in supporting the achievement of the goals previously set. Therefore, problems related to performance must get the attention of management if they want to achieve the expected goals. Performance is the work that is contributed by a person or group to support the achievement of organizational goals, Achinstein, B. (2002). Performance is the result of the ability to carry out tasks assigned to employees, as the consequence of the employee agreement, Ackermann R, et al., (2002). Performance can be assessed from the ability of a person or group to complete the tasks assigned to them. The assignment given is in accordance with the job description that the organization has given for. Therefore being aware of the conceptions that, the performance level of a school leadership are determined by the consequences of the acceptance and agreement of employees, again the extent of agreement towards individual leaders also directly related with the competence level of the assigned leader. Finally having those arguments that this particular study will be proposed to make comparison of performance of school leaders of the two base of power, as of competence based with those appointed by government and expected to identify which base of power is more important for school development to be followed and advised based on evidences from study findings of performance indicators.
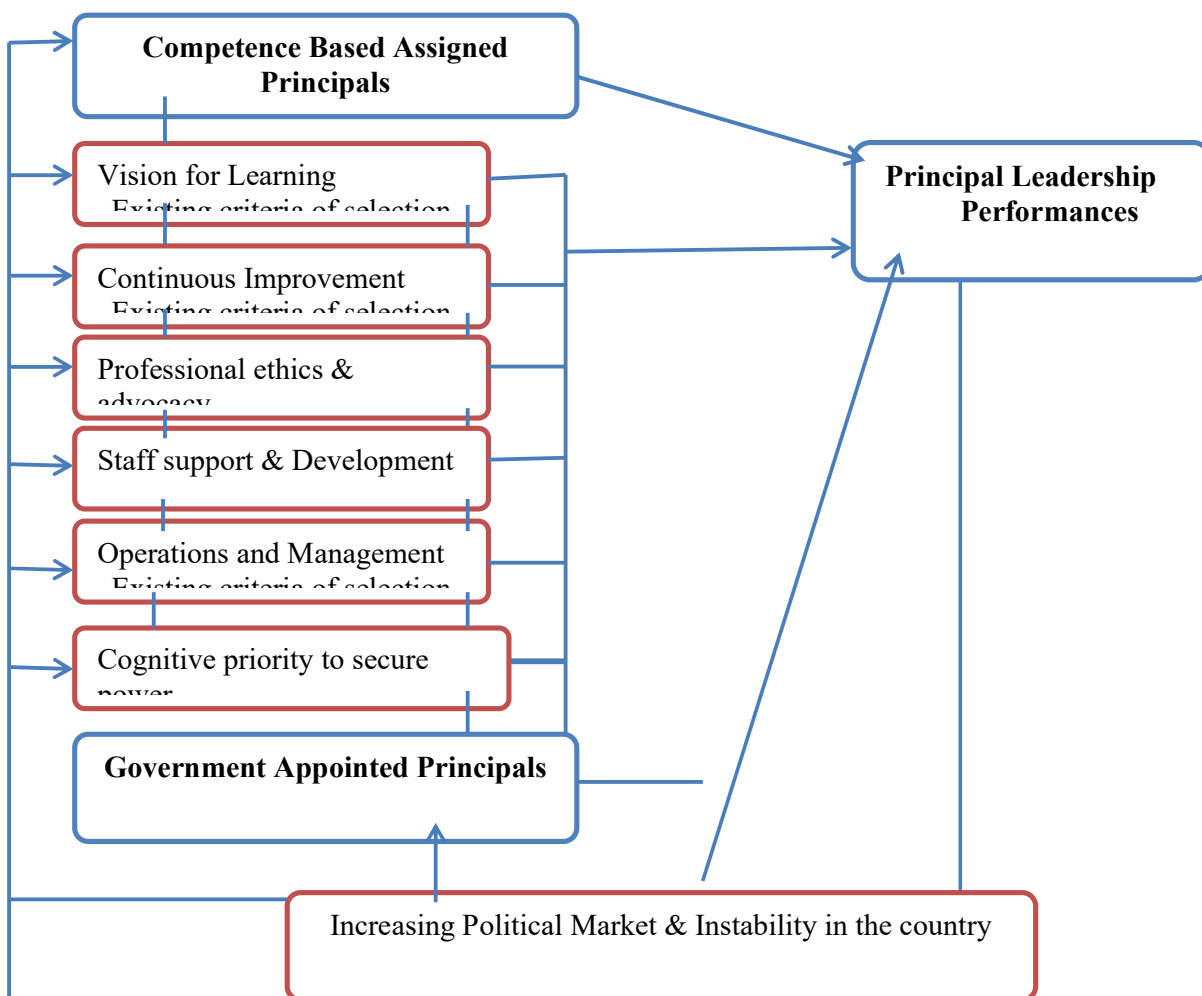
2.4 Conceptual Framework

Figure: 1 Conceptual Framework of the study
**Source*: Researcher's own sketch, 2023*

2.5 Definitions of Variables and Important terms

Continuous Improvement: The general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation and growth.

Educational Community: The various individuals, groups, businesses and institutions that are invested in the welfare and vitality of a school and its community.

Professional Ethics and Advocacy: The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school operations and taken as independent variables to study performance as independent variables.

Staff Support and Development: The principal as an instructional leader develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with content standards.

Cognitive Priority to Secure Power: is to mean the beliefs of principal leaders given more emphasis to secure their position above and beyond with respect to the rest normal job provisions.

Vision for Learning: The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school for high-quality teaching and learning that results in improved student growth and achievements.

Operation and Management: The principal manages the organizational operations and resources of the school to provide a safe, efficient and effective learning environment for all students and staff and taken as independent variables against the dependent variables which is principal leadership performance.

Political market: In a wider perspective, political marketing is the process of applying tools developed for the commercial marketplace into the political field, (Egan, 1999).

3. METHODOLOGY

3.1. Introduction

The chapter outlines the methodological arrangement of the study. The section indicates the research design, study population, sample size and sampling procedure, data collection tools, data analysis techniques and finally ethical consideration were also included.

3.2. Study Area Description

Ambo is a town in west-central Ethiopia, located and serving as the capital of West Shoa Zone of Oromia Region. Again it is found at 110 km from Finfinne the capital of the country Ethiopia. The town has a latitude and longitude of 8°59′N 37°51′E respectively and an elevation of 2,101 meters above sea level and having Male 50,584, Female 49,321 with total of 99,905 population estimations. Again relevantly the town hosts one public University with two campuses and seven private colleges and as well five public secondary schools of our cases. Ambo town mayor office preliminary report contents, (2014).

3.2.1. Rational for the Selection of Study Area

The research was conducted in West Shoa Ambo town. Ambo town is purposively selected for two reasons. First due to the geographical and administrative center for the west Shoa zone, it has the direct possibility for the representative aspect of the zone having better relative education infrastructure heterogeneity of the education community of the whole structure compared to the other zonal districts and second from the researcher point of view that it is the familiar area to collect important data from all possible sources and accessibility of performing all the field works within the available time and cost effectiveness.

3.3. Research Design

The study employs mixed research method particular of explanatory sequential mixed design claiming both quantitative and qualitative data to be bring in depth understanding about phenomenon under study. Because Mixed design is an approach in which data is gathered at a particular point in a time using multiple instruments with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Hence the design was taken appropriate to address the intended purpose of the study which is to make the relative comparison of

performances of school principal leadership based on their power base of competence and government appointees.

3.4. Sample Size and Sampling Method

The sampling technique used under this study was systematic random sampling, which is applied over the list of the available principals and teachers in the selected public secondary schools after the sample number were determined using Yemane, (1967) formula.

Accordingly having all teachers and school principal leaders in those five public secondary schools which was identified as 214 male and 94 female, with total of 308 principals and teaching staffs as study population, The sample size for collecting quantitative data for this research is determined by using (Yemane, 1967) formula.

The study used the following formula to calculate sample size.

$$n = \frac{N}{1+N(e)^2}$$

The sample was determined using the above formula to collect quantitative data obtained from   questionnaire,

Where;

n =designates the sample size the research uses;

N= designates total number of teachers and principal leaders

e =designates maximum variability or margin of error 5 % (0.05)

1=designates the probability of the event occurring.

Therefore;

$$\frac{308}{1+308(0.05)^2} = 174$$

Lastly based on the determined number of participants proportionally assigned among the five public secondary schools and distributed the questionnaire for drawn participants of the respective schools.

Table: 3. Error! No text of specified style in document.**:1 Sample Distribution Details**

I. No	Study Area	Name of secondary schools	Principals	Total number of principals & Teachers			Proportionally distributed number of sample/participants		
			Male	Male	Female	Total	Male	Female	Total
1	Ambo Town	Ambo Pr. & secondary	4	76	22	102	45	14	59
2		Awaro secondary	3	44	33	80	26	18	44
3		Leban Mecha secondary	3	37	21	61	23	12	35
4		Bakalcha Barisa	2	13	8	23	9	4	13
5		Ambo sec. school	3	29	10	42	18	5	23
	Total		**15**	**199**	**94**	**308**	**121**	**53**	**174**

Source: Researchers own computation, 2023

3.5. Data Types and Sources

This research used both qualitative and quantitative data types. Both primary and secondary data were importantly collected that is used to identify performance of principal leadership assuming power based on competence and appointment by government. Therefore the researcher accessed data from concerned public sectors of all two administrative structures, from Zonal and town education specific sectors as sources of the case.

3.6. Data Collection Instruments

The major and primary data collection instruments of the study were questionnaire and semi structured interviews, while secondary data was collected from journal articles, policy guidelines and education sector available reports.

3.6.1 Instrument One: Questionnaire Survey: The researcher was employed questionnaire for obtaining quantitative data. The items incorporated in the questionnaire mostly include close ended items and five scale rating types.

3.6.2 Instrument Two: Key Informants: Structured and Semi Structured Interviews were conducted with the selected samples. Semi structured interview was set due to its flexibility which enables the researcher to ask participants to get additional opinion on current level of performances of school principal leadership assuming power based on competence and government appointees. This is expected to pave the way to express their feelings, ideas and opinions more about the performance comparison issues at hand. That is a researcher performs as enumerators.

These key informants are judgmentally selected from education related offices believing that they have deep and relevant information about the issues from their official responsibilities and continuity of involvement in teaching and learning activities and the ongoing performance to be addressed.

Table: 3. 2 Key Informant Determination Details

No	Selected key Informants	No of key Informants	Method of selection
1	Zonal education sector head	1	Purposive sampling
2	Zonal education sector process owners or team leaders	3	Purposive Sampling
3	Teachers association members	3	Purposive sampling
4	Student family union members	3	Purposive sampling
5	Zonal administration and the mayor office political appointees	2	Purposive sampling
	Total KII	12	

3.7 Instrument Validity and Reliability

According to Kothari, (2004) reliability of a research instrument stems from the instruments ability to provide consistent results while validity indicates the degree to which an instrument measures what it is supposed to measure. The main aim of pilot test was to access the feasibility so as to avoid potentially disastrous consequences of embarking on a large study which could potentially down the whole research efforts. Studies of Ngugie et al., (2013) points out the issues argued that pilot test is conducted to detect weaknesses in design of instrumentation. Pilot study is conducted when a questionnaire is given to just a few people with an intension of pre testing the questions. It also noted that a pilot study is often used to pretest or try out a research instrument weather it is yielding the required information for the study or not. A sample of 10-20% of the sample size for the actual study is reasonable number of participants to consider enrolling in the pilot study. Therefore accordingly for this particular study was taken 17(10%) participants of the actual sample were selected for piloting the questionnaire, Hence draft questionnaire will be delivered to the selected respondents to test whether the questionnaire generates the required information for the study from the subjects and lastly it will be assured as the instrument will revealed the ideas supposed to be generated. Accordingly, it will be found from the result of the pilot testing was statistically computed by the SPSS version 25 get the Cronbach's alpha analysis. Hence, on the pilot test the reliability coefficient of the instrument was found to be 0.835 (83.5%) to 0.960 (96.0%). Based on this it was reliable because the alpha reliability gets satisfactory when an alpha of greater than or equal to 0.80 was revealed as stated by Howitt and Cramer (2008).

Table 3:3 Cronbach's Alpha Reliability Results

Reliability Statistics		
Items	Cronbach's alpha	No of Items
Vision for learning	.949	5
Continuous improvement	.959	5
Staff support and development	.921	4
Operation and management	.960	5
Culture for learning	.835	5
Professional ethics and advocacy	.925	5
All items	.924	29

Source: Research data, 2023

Therefore the reliability of the instruments used in the study were identified as alpha values of .924 that indicated good to proceed to apply in the study to produce relatively important study findings .

3.8. Data Analysis and Presentation
Data from secondary sources and from primary sources collected by questionnaire survey and key informant interview were thoroughly coded and analyzed using Statistical Package for Social Science (SPSS) software version, 25 and finally was interpreted and presented using mean comparison coupled with independent sample test and frequency in tables and narrations.

3.9. Ethical Considerations
The researcher was made every effort to avoid unnecessary biases and ensures the objective analysis and interpretation of the data to be collected. Therefore, the researcher was given due respect to the rights, needs, values and desires of the participants in the course of conducting this study. Moreover, the researcher assured the consent starting from department letter to the respective organization to get confirmation to access the participants from secondary schools and agreed up on that the information obtained from the participants was used for this particular research purpose only.

4. RESULTS AND DISCUSSION

4.1. Introduction
This chapter contained the study results which have been discussed in line with the study objective themes and sub-thematic areas as follows: Questionnaires return rate, demographic characteristics of respondents, the relative performance comparison of principal leadership based on the two power bases, extent of principals trust and acceptance among school community and lastly the existing trends of principals selection approach were given due emphasis to be addressed.

4.2 Questionnaire return rate
Target respondents were the school principals vice principals and selected teachers from five public secondary schools in Ambo town and Out of 174 questionnaires distributed to the participants, 166 were completely filled, the incomplete questionnaires were omitted. It is out of these questionnaires' responses that the presentation of the general information and other analysis was done. An overall response rate of 94.8% was realized which was higher than 70% that is recommended by Mugenda, (2003) who asserts that more than 70% response rate is very good to proceed with data analysis.

4.3 Demographic characteristics of respondents
Description of the demographic characteristics of the participants gives some basic information about the sample population involved in the study. It gives an indication toward respondent's sex, age group, educational status or educational back ground and marital status. Assessment of relevant characteristics of the Participants helps determine the capability of participants to evaluate the concept under considerations. The demographic characteristics of the participants generated through questionnaire survey were presented by Table 4.1

Table: 4. 4 Demographic   Characteristics of Respondents

Characteristics	Categories	Response	
		Frequency (f)	Percentage (%)
Sex	Male	117	70.9
	Female	48	29.1
	Total	166	100.0
Age	20-30	29	17.6
	31-40	82	49.7
	41-50	47	28.5
	50-above	7	4.2
	Total	166	100.0
Marital status	Single	32	19.4
	Married	127	77.0
	Divorced	4	2.4
	widowed	2	1.2
	Total	166	100

Educational status	Diploma	0	0
	BA degree	125	75.3
	MA/Msc	41	24.7
	PhD	0	0
	Total	166	100.0

Source: Research data, 2023

It was found that from the study as shown by the table 4.1 of the demographic characteristics of the participants as the majority of the respondents were identified by sex category as 70.9% of them found male while 29.1% of them were female and again concerning the their age it was identified as the majority of them were from the age interval of 31-40 years. Again in the marital status bases they are identified as 77% of them were married and their educational background were found as the majority of them from BA and BSc 75.3% of them while 24.7 of them were identified Master level academic status.

4.4 Results and Discussion on relative performance comparison of the school principals based on the two power bases of competence and government appointees

Table: 4. Error! No text of specified style in document.**:5 Analysis of Vision for Learning**

Descriptive Statistics (N=166)					
	Category	N	Mean =($\overline{X}$)		Std. Deviation
		Statistic	Statistic	Std. Error	Statistic
Vision for learning					
Establishes high expectations for the well-being and performance of self and staff	Competence B	94	3.9468	.06826	.66182
	Gov. Appoint	72	3.6389	.21695	1.84089
Leads all members of education based on changing needs	Competence B	94	3.8191	.07854	.76148
	Gov. Appoint	72	3.5000	.20556	1.74421
Promotes teaching practices based on sound Instructional pedagogy	Competence B	94	3.8723	.08850	.85803
	Gov. Appoint	72	3.6250	.21887	1.85713
Ensures each students instructional experiences with equipping them quality materials	Competence B	94	3.5957	.11649	1.12946
	Gov. Appoint	72	3.3611	.20104	1.70588
Valid N		166			

Mean Scale: ($\overline{X}$) 1.00=1.80 indicates very low level of performance, 1.81-2.60 =low level of Performance, 2.31-3.20= moderate level of performance, 3.21-4.20 high level of performance and more than 4.21 taken as very high level of performance, (Moidunny , 2009).

Based on the table 4.2, it was revealed that on the performance indicator standards categorized under provision of vision for learning were discussed in detail as follows. Accordingly Establishing high expectations for the well-being and performance of self and staff for competence based principals mean value were identified $\overline{X}$ = 3.9468 while for principal leaders of government appointees mean values were identified as $\overline{X}$ = 3.6389.

Again in leading all members of education based on changing needs for principals of competence shows the mean values of $\overline{X}$ = 3.8191 while the for the principals of government appointees were identified $\overline{X}$ = 3.5000 mean values. In the other hand when it was seen from perspectives of Promotion of teaching practices based on sound instructional pedagogy for principals for principals of competence based was identified $\overline{X}$ = 3.8723 while for the principals of government appointees was showed by the participant rating mean values of $\overline{X}$ = 3.6250.

Concerning ensuring each students instructional experiences with equipping them with quality materials for the principals of competence based was rated by participants and revealed mean values of $\overline{X}$ = 3.5957 and again the questionnaire rating draws mean values of $\overline{X}$ = 3.3611 and based on this findings it was identified as there were no significant difference between the two power base principal leaders category in the provision of quality materials for their students. Therefore according to the study results from the questionnaire rating of the participants of the study as shown by the table 4.2 it were identified that from the two power base principals it were identified that the principals of competence based score greater mean values than principals of government

appointees except for availing and equipping their students with quality materials that do not provide important different in between them. So it was known that accordingly the competence bases assigned principal get better performance rates under the first categories of vision for learning.

Table: 4. **Error! No text of specified style in document.**:6 Analysis of Continuous Improvement

Descriptive Statistics (N=166)					
	Category	N	Mean=($\bar{X}$)		Std. Deviation
		Statistic	Statistic	Std. Error	Statistic
Continuous improvement					
Develops, implements, monitors, and revises a school improvement plan	Competence B	94	3.7553	.14889	1.37322
	Gov. Appoint	72	2.5972	.14164	1.26335
Implements a school-wide documented professional learning	Competence B	94	3.9787	.22259	.82929
	Gov. Appoint	72	3.3056	.08553	1.88873
Creates and sustains strategic partnerships with diverse groups of community leaders	Competence B	94	3.9362	.22187	1.04530
	Gov. Appoint	72	3.3194	.10781	1.88266
Coordinates collaborative school-wide learning communities	Competence B	94	3.8936	.22171	.79607
	Gov. Appoint	72	3.3056	.08211	1.88126
Monitors the effectiveness of family and community engagement efforts	Competence B	94	3.8936	.18660	1.21344
	Gov. Appoint	72	2.8333	.12516	1.58336
Valid N		166			

Mean Scale: ($\bar{X}$) 1.00=1.80 indicates very low level of performance, 1.81-2.60 =low level of Performance, 2.31-3.20= moderate level of performance, 3.21-4.20 high level of performance and more than 4.21 taken as very high level of performance, (Moidunny , 2009).

As it were explicated from the respondents response rating by table 4.3 above the study results were discussed as follows. Based on the list of parameters under subcategory of continues improvements used to indicate performance level of the principal leadership of the selected public secondary school assuming the two power bases as of competence based and government appointees.

Accordingly, from the perspectives of development, implementation, monitoring and revision of school improvement plan it was identified as $\bar{X}$ = 3.7553 mean values for the principals of competence based while $\bar{X}$ = 2.5972 mean values were revealed from government appointees. Concerning the implementation of a school wide documented professional learning plan for the competence based assigned principals was revealed as $\bar{X}$ = 3.9787 mean values and $\bar{X}$ = 3.3056 mean values for the government appointees. Again in relation to having strategic partnership with diverse group of community leaders was identified $\bar{X}$ = 3.9362 mean values for competence based assigned principals while $\bar{X}$ = 3.3194 values for the government appointed principals. In relation to coordination of collaborative school wide learning communities its explicated from the finding of study participant was $\bar{X}$ = 3.8936 mean value while $\bar{X}$ = 3.3056 and lastly concerning the monitoring activities of the community engagement was seen that leaders of competence based got $\bar{X}$ = 3.8936 mean while leaders of government appointees reveals $\bar{X}$ = 2.8333 mean values.

Therefore it was revealed that in all sub indicators of performances the principals of competence based relatively scores higher performances depending on the mean score values of their categories.

Table: 4. 7 Analyses of Staff Support and Development

	Category	N	Mean=($\overline{X}$)		Std. Deviation
Descriptive Statistics (N=166)					
		Statistic	Statistic	Std. Error	Statistic
Staff support and Development					
Build climate of trust responsiveness & equity in decision making	Competence B	94	3.9468	.09728	.94319
	Gov. Appoint	72	2.7222	.16810	1.42633
Observes instructional staff formally and informally to provide timely feedback	Competence B	94	3.7340	.11133	1.07938
	Gov. Appoint	72	3.0000	.20839	1.76826
Leads efforts for development and implementation of learning and growth opportunity	Competence B	94	3.8298	.09760	.94628
	Gov. Appoint	72	3.2361	.25445	2.15911
Mentors emerging staff leaders to build leadership capacity	Competence B	94	4.2660	.06448	.62520
	Gov. Appoint	72	3.2639	.22202	1.41266
Valid N		166			

Mean Scale: ($\overline{X}$) 1.00=1.80 indicates very low level of performance, 1.81-2.60 =low level of Performance, 2.31-3.20= moderate level of performance, 3.21-4.20 high level of performance and more than 4.21 taken as very high level of performance, (Moidunny , 2009).

Based on the study results from the respondents under the performance category of staff support and development issues it was detailed as follows, Hence concerning of building climate of trust, responsiveness and equity in decision making the principals of competence based scores $\overline{X}$ = 3.9468 while the principals of government appointees got $\overline{X}$ = 2.7222 mean values and again from making observation of instructional staff either formally or informally and providing the timely feedback, the competence based principals got $\overline{X}$ = 3.7340 while the principals of government appointees reveals the mean values of $\overline{X}$ = 3.0000. Lastly concerning mentoring the new emerging staff's leaders of their schools it was identified that the principals of competence based obtained $\overline{X}$ = 4.2660 but it was identified $\overline{X}$ = 3.2639 from the principals of government appointees and this could be more described from the interview result that both power bases have only mentoring their new incoming teachers development but they do not have any efforts to support their new emerging leaders of their respective schools.

Table: 4. 8 Analyses of Operations and Management

	Category	N	Mean =($\overline{X}$)		Std. Deviation
Descriptive Statistics (N=166)					
		Statistic	Statistic	Std. Error	Statistic
Operations and Management					
Creates, implements and sustains a system of conflict resolution mechanisms	Competence B	94	3.4574	.16407	1.59073
	Gov. Appoint	72	2.8333	.17357	1.47276
Uses multiple sources of relevant data to ensure possible academic interventions	Competence B	94	3.5638	.15092	1.46323
	Gov. Appoint	72	2.6250	.15629	1.32620
Engages in responsible, ethical and	Competence B	94	3.6277	.14188	1.37555

accountable budget management	Gov. Appoint	72	2.5694	.20729	1.75889
Manages resources and staff assignment on optimum professional capacity	Competence B	94	3.8830	.13601	1.73154
	Gov. Appoint	72	2.7083	.20406	1.73154
Manages and monitor the school site in safe and healthy environment	Competence B	94	3.7660	.10416	1.00990
	Gov. Appoint	72	2.4583	.18758	1.59168
Valid N		166			

Mean Scale: ($\overline{X}$) 1.00=1.80 indicates very low level of performance, 1.81-2.60 =low level of Performance, 2.31-3.20= moderate level of performance, 3.21-4.20 high level of performance and more than 4.21 taken as very high level of performance, (Moidunny , 2009).

According to the results from respondents as shown by table 4.5 under the performance category of operations and management it was shown by the first indicator which is the creation and implementation of sustainable conflict resolution mechanisms, the principals of competence obtained $\overline{X}$ = 3.4574 mean values while it was identified as $\overline{X}$ = 2.8333 for the government appointees and again concerning the use of multiple data source to make possible academic intervention were obtained $\overline{X}$ = 3.5638 but it was $\overline{X}$= 2.6250 for the government appointees principals and further described as both principals power bases cannot experience to made a kind of intervention but rather they both striving to maintain existing circumstances of their principal ships.

Table: 4. 9 Analysis of Culture for Learning

Descriptive Statistics (N=166)					
	Category	N	Mean =($\overline{X}$)		Std. Deviation
		Statistic	Statistic	Std. Error	Statistic
Culture for learning					
Consistently visible in the school to facilitate healthy teaching and learning	Competence B	94	3.8511	.24130	1.04683
	Gov. Appoint	72	2.9306	.23884	1.78670
Supports Protocols and practices to cultivate mutual trust, respect and collegiality among staff	Competence B	94	3.4043	.22012	1.23844
	Gov. Appoint	72	2.1944	.21727	1.52573
Models cultural competence and responsiveness to collaborate with education community	Competence B	94	3.7660	.24324	.84784
	Gov. Appoint	72	2.4028	.25119	1.65861
Recognize diversity as an asset	Competence B	94	3.3617	.23669	1.07614
	Gov. Appoint	72	3.0972	.24524	1.81667
Utilizes and promotes the cultural, social and intellectual resources	Competence B	94	3.8617	.20270	.75635
	Gov. Appoint	72	3.0000	.21456	1.86895
Valid N		166			

Mean Scale: ($\overline{X}$) 1.00=1.80 indicates very low level of performance, 1.81-2.60 =low level of Performance, 2.31-3.20= moderate level of performance, 3.21-4.20 high level of performance and more than 4.21 taken as very high level of performance, (Moidunny , 2009).

The study results from the participants rating as shown by the Table 4.6 clearly revealed for the detail performance indicator of principals under the culture for learning was discussed as follows. Consistently being visible in the school in order to facilitate teaching and learning for the principals of competence obtained $\overline{X}$ = 3.8511 mean while the principals of government appointees reveals the mean values of $\overline{X}$ = 2.9306 and again concerning supporting protocols to cultivate mutual trust, trust, respect and collegiality among staff was obtained $\overline{X}$ = 3.4043 for the principals of competence and while $\overline{X}$ = 2.1944 mean values for the principals of government. In the perspectives of modeling cultural competencies and responsiveness to collaborate with education community for the competence based principals were revealed $\overline{X}$ = 3.7660 while $\overline{X}$ = 2.4028 for the government

appointees and recognizing diversity as an asset was $\overline{X}$ = 3.3617 while $\overline{X}$ = 3.0972 for the government appointees.

Table: 4. 10 Analyses of Professional Ethics and Advocacy

Descriptive Statistics (N=166)					
	Category	N	Mean ($\overline{X}$)		Std. Deviation
		Statistic	Statistic	Std. Error	Statistic
Professional Ethics and Advocacy					
Places students at the center of education and works for their academic success and well being	Competence B	94	3.6383	.22963	1.10571
	Gov. Appoint	72	2.9583	.24441	1.83424
Protects the established rights and confidentiality of students and staff	Competence B	94	3.9149	.22954	1.05402
	Gov. Appoint	72	3.0139	.24602	1.87266
Models ethical behaviors according to norms and integrity	Competence B	94	3.9255	.21230	.89490
	Gov. Appoint	72	3.0417	.23000	1.78757
Utilizes and promotes the cultural, social and intellectual resources	Competence B	94	3.7979	.21218	.89490
	Gov. Appoint	72	2.8750	.23360	1.86847
Takes responsibility for professional growth and leadership development	Competence B	94	4.1702	.22448	1.06396
	Gov. Appoint	72	3.6806	.23950	1.80630
Valid N		166			

Mean Scale: ($\overline{X}$) 1.00=1.80 indicates very low level of performance, 1.81-2.60 =low level of Performance, 2.31-3.20= moderate level of performance, 3.21-4.20 high level of performance and more than 4.21 taken as very high level of performance, (Moidunny , 2009).

According to the study results as shown from table 4.7 it was identified that placing students at the center of education and works for their academic success and wellbeing by principals of competence based leadership obtained $\overline{X}$ = 3.6383 but it was identified as $\overline{X}$ = 2.9583 by principals of government appointees and protecting the established rights and confidentiality of student and staff from the principals of competence based revealed $\overline{X}$ = 3.9149 and   it was identified $\overline{X}$ = 3.0139 for the government appointees. Modeling the ethical behaviors according to norms and integrity it was identified as $\overline{X}$ = 3.9255 while it was obtained $\overline{X}$ = 3.0417 mean amounts for the government appointees. Again concerning the utilization and promotion the cultural, social and intellectual resources identified from the study results from respondent and obtained $\overline{X}$ = 3.7979 and $\overline{X}$ = 2.8750 for the principals of competence based and appointed by government consecutively. Lastly the study results revealed about the taking responsibility for professional growth and leadership development was $\overline{X}$ = 4.1702 for the principals of competence and $\overline{X}$ = 3.6806 mean values for the appointees of government.

Table: 4. 11 An Independent Samples Test for the mean difference between the groups of principals of power bases as of competence based and the government appointees performances.

Independent Sample T test					
All performance indicators	Power Bases	Mean	t	df	sig
Vision for learning	Competence Based	18.9255	1.382	164	.000
	Government appointed	17.6111			
Continuous Improvement	Competence Based	19.4574	4.074	164	.000
	Government appointed	15.3611			
Staff Support and Development	Competence Based	19.8085	4.679	164	.000
	Government appointed	15.4167			
Operation and Management	Competence Based	18.2447	5.702	164	.000
	Government appointed	13.6250			
Culture for learning	Competence Based	18.2447	5.702	164	.000
	Government appointed	13.6250			
Professional Ethics and Advocacy	Competence Based	19.4468	4.025	164	.000
	Government appointed	15.5694			

Note that there is statistically significant difference between the two category of principal power bases in vision for learning (t_{164}=1.382, P<.000), continuous improvement (t_{164}=4.074,P<.000), again concerning staff support and development (t_{164}=4.679,P<.000), operation and management as performance indicator (t_{164}=5.702,P<.000), culture for learning (t_{164}=5.702,P<.000) and lastly in maintaining professional ethics and Advocacy were identified significantly different at (t_{164}=4.025,P<.000).

4.5. Results and Discussion on the level of trust and acceptance of principals of the two power bases among school community

The concept of trust was explicated as a willingness to depend on another party as well as an expectation that the other party will reciprocate if one cooperates, (Mayer et al., 1995). Again trust is derived from the German word "trost", a word that suggests comfort. Synonyms listed include certainty, belief and faith, suggesting unquestioning belief and reliance upon something. Trust is an essential issue in leadership for leaders, as gaining the trust of group members or employees could help to improve the overall performance and commitment of the group members or employees (Lee et al., 2010).

Hence trust and acceptance was the most critical resources for individual, group and for once organization at large to achieve its excellence and improvement of well beings.

Therefore according to the results from the interviews in this particular study was discussed in detail as follow which is the concern of the second objectives under study. Basically even though, 12 key informant were identified to participate in the study due to the saturation level of ideas under study it worth to make an interviewee with six informants,

The interviewee coded as **P1** explains rust in two broad dimensions, He explicated as the first the principal's trust among the local government representatives, accordingly it's very obviously known that principals from government appointees have trustworthy relationships with the local power holders from kebeles to district/ urban administrative bodies to communicate openly on the existing issues to be known and to get appropriate measure and support for the upcoming challenges of the principal leadership span. On the other hand the acceptance of the principals among the school teachers was very different, because the principals those came to the leading position in the relatively competence were almost trusted better among school teachers and staffs. He tried to justify these as, the principals from relative competence based are perceived as individual from better experience, academic title and performance records either in that school or from his former school life and this directly increase the trustworthy among staff to work and make cooperative spirit in their interaction in learning and teaching responsibility and Again key informant coded as **P3** more emphasized to elaborate the one from relatively government appointed individual principal leaders has relatively less accepted among the teachers of that particular school. The informant raises these circumstances into two dimensions, on the first hand; some of the teachers fail to accept the principals because of fear as if he or she reports all things concerning each teacher's personal interactions to the nearby politicians. On the other thing, some of the teachers believed as he is not competent enough to lead the school. It was similarly argued by the participant coded as **P5** that due to this all comparison, they believed as if the selection from competence based contributes to make smooth school leadership to focus relatively best on the formal teaching and learning process of the public schools.

4.6. Results and Discussion on the existing trends of principal selection approaches in the selected public secondary schools

It was identified and documented by different research projects that there exist two principal leadership selection approaches in Ethiopia since the establishment of the first secondary school, (Aklilu Nadew, 2019). The most common selection approaches were that either of government appointment, competence based or integrating the two approach at a time. Therefore it was found that from the key informant interview confirmed that there exist a number of selection mechanism that varies from direct appointment, integrating competence and government approval and to pure competence based principals appointment and assignment as of their practical experiences. These were along the direction from oral to written from regional education bureau. Particularly **P2** from town education office supports the argument on presence of different approach and for a long period of time it was direct appointment and recently the direction were given to be followed in integrating merit based and the trust from the local government representative approvals. Again in the last budget year the regional government education bureau set guideline and pass circular of implementation by letter written on 21/10/2014 by proclamation number 4/2014 stating all steps and procedures to be followed in the selection and assignments of secondary school principals relatively in the competence based manner in such a way that to overcome and minimize the former role of political membership as a requirements as selection mechanisms.

Additionally **P6** provided his argument as he was a member of selection committee for a number of years when I were in the executive committee of district and we know that before the current government became to power, things were given strict priority to check the stand of the individual principal leaders through the membership than the priority given for the competence and professionalism. Due to this from the beginning of registration for the vacancies on the principal leadership position, it was mandatory to get a kind of letter from party delegates of the district and proceed to be registered as candidate for the selections and then finally from existing registered candidates, being in the member of selection committees again the government delegates would gave the last votes for whom they supposed trustworthy and the most committed individuals for that particular school leadership was appointed and expected to integrate normal job description coupled with some given political mission. This was one pushing factor for the long trends that schools are known by making a kind instability over the former administrative structures and implementation of another collective polices of the time. This was almost similarly supported by **P4** from the teachers association that they are facing many challenges that affects the teachers motivation and makes them lose confidence for a number of yours and particularly express his ideas currently he was very happy with the new selection direction which is almost relatively free from different sabotages they are faced in the previous time and suggested if the direction will be properly implemented things are become better in overall circumstances of school leadership process through selection of the more competent and effective principal leaders.

5. CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter presents the summary of the study findings, conclusions and recommendations. Based on the above detail discussions in previous chapter, findings, conclusion and recommendation was narrated on the objective based in this particular study section as follows.

5.2 Conclusion
Based on the selective performance indicators for the power bases of principals of the competence based and government appointees as a category, it was found and concluded using the findings of the study from their respective performance through mean comparisons results as follows.

Accordingly concerning the first objectives it was found that the performance comparison of the two principal category as of the performing the vision achievement of their respective schools within the sub indicators of vision, in terms of establishing high expectation for the well beings of the self, student and staff, it was revealed by $\overline{X} = 3.9468$ mean values which was higher values for competence based principals when compared with those of principals of government appointees. Concerning the promotion of teaching practice based on the sound instructional pedagogy research on student learning and development, the mean result for the principals of competence based it was found $\overline{X} = 3.8723$ which are the higher values when compared with principals of competence based. Again in terms of the second performance indicator which is continuous improvements under the sub indicators that to create and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on the issues affecting the schools it was identified from the study results that the principals of competence based category gets $\overline{X} = 3.9362$ higher mean values while it was found $\overline{X} = 3.3194$ mean values for the principal category of government appointees. The overall performance comparison results from the study under the first objectives were concluded as total mean values for staff support and development for the principal leadership category of competence based scores $\overline{X} = 3.9617$ mean results and $\overline{X} = 3.0833$ average mean for the government appointed category, for the operation and management indicators of performances it was revealed from the study results that principal category of competence based yielded $\overline{X} = 3.6595$ average mean scores while $\overline{X} = 2.6388$ average mean scores for the principals of the government appointees. Lastly, it was identified in relation to the culture for learning and maintaining professional ethics and advocacy it was found that for the principals of competence average mean values was $\overline{X} = 3.6489$ and $\overline{X} = 3.8893$ while $\overline{X} = 2.725$ and $\overline{X} = 3.1139$ for the principals of the government appointment category respectively.

In respect to the principals trust and acceptance which was the emphasis of the second objective it was identified that from the interviewee, as the relatively the principals of competence based has better acceptance and trust among the school staffs. It was more described by the results from the informants of the study further the difference appears due to the reaction from school community and the extent of acceptance and trust varies directly based on their power bases to acquire the position of principal leadership.

The existing trends of principal selection and assignment approach were revealed from the interviewee of the study were found to be concluded as follows. Mainly even though there were a number of mechanisms and directions to be followed in the former ruling government, the current trend was shortly aligned through two basic written directions from the regional government. Those are clearly emphasized with the interviewee participants because they were the parts and parcel of the implementation of the direction within their employment periods. Those are the written guideline that states the selection approaches go through getting the one with membership of the ruling party that was identified from the written letter evidence provision and to the last date of approval being in the selection committees in the presence of one delegates from the local government structure party office within veto power in the final selection decision.

The second approach was very current that depends on the identification of the former more politicized method of selection on the secondary school overall movement towards their teaching and learning objectives. The guideline was given in written circular from zonal to Districts to be applied accordingly. Particularly it was written on 21/10/2014 by reference number 4/2014 in the last Ethiopian academic year. Therefore it was concluded that the trends shows clearly as it was justified by the key informant interviewees and triangulated by the written documents that it was the critical indicators for the presence of the two selection mechanism that gives more emphasis for the commitment of politics as selection criteria and the most recent guideline that tried its best to select school principal leaders by relatively overall competence based.

5.3 Recommendation

Even though both the selection mechanism could be appropriate based on existing situation and the political setting in which the schools are located and operating in, it was recommended to follow the competence principal selection and assignment mechanism as better approach. This is more justified and supported by the research findings particularly from performance comparison and status of trust and acceptances of the two principal power bases.

According to Ethiopian constitution article, 11 of the secularism provision, it was recommended to maintain not to mix the two activities of academy and politics to be run in their parallel line and limit the local government role to the general administrative issues of public secondary schools to assure and achieve their learning and teaching activities of their optimum.

The more competent the principal leaders the more effective the educational organizations performances, that worth more, the competence based selection and assignment of principal leaders.

5.4 Implication for Further Research

I strongly recommend further research to be conducted on the pros and cons of politics on the academic institutions to come up clear cut recommendations.

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