



# **HOSSANA POLYTECHNIC COLLEGE**

**ACTION RESEARCH  
ON**

**DETERMINANTS OF COLLEGE PRINCIPAL'S DISTRIBUTIVE LEADERSHIP  
PRACTICES AND CHALLENGES IN TVET: IN CASE OF HADIYA ZONE, HOSANNA  
POLYTECHNIC COLLEGE**

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*Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET: In Case of Hadiya zone, Hosanna Polytechnic College*

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## ACRONYMS AND ABBREVIATIONS

CPDLP - College Principal's Distributive Leadership Practices

CSA - Central Statistical Agency

DLP - Distributive Leadership Practices

EEA - Ethiopian Economic Association

EMA - Ethiopian Ministry of Agriculture

GDP - Gross Domestic Product

GTP - Growth and Transformation Plan

HPTC - Hosanna Polytechnic College

ILO - International Labor Organization

Mo FED - Ministry of Finance and Economic Development

MSE – Micro and Small Enterprise

RR - Respondents Ratio

SNNPRs - Southern Nations Nationalities and Peoples Regional State

SSA – Sub Saharan Africa

TSP - Trainer's Self-precipitation

TVET – Technical, Vocational, Education and Training

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## ABSTRACT

*This study aims to investigate the Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET by taking Hadiya zone, Hosanna Polytechnic College as a Case Study. Specifically, it helps to investigate the constraints that impede the willingness of instructors/ trainer's in college leadership besides its current leadership practice in the study area. In this study simple random and stratified sampling method was used to select the sample respondents. Accordingly, the college has, totally 285 employee from this 199 trainers and 86 are Administration employee. Out of these respondents the researcher would targeted 172 respondents and select the sample of 63 (37%) respondents who give important information about the College Principal's Distributive Leadership Practices and Challenge. The findings of the study indicate that the willingness of instructors/ trainer's to participate or involve in college leadership besides teaching trainee /students in classrooms was recognized to be positive. However the result showed, that the Hosanna polytechnic college under study did not participate and encourage instructors/ trainers to assume leadership role. Thus, it is recommended that, playing leadership role should not be tied to principal's position, but should be distributed among instructors/ trainers. In order to utilize the trainer's unused potential in college leadership area and achieve benefit of distributed leadership, it is necessary to view trainers as partners in educational leadership process by stretching leadership roles across all instructors/ trainers. Finally, the researcher believes that this study could be taken as good start in the area of reorganizing and restructuring educational institutions in general and TVET college in particular in terms of distributive leadership practices.*

**Key words:** *Distributive, Leadership, Challenges in TVET*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of trainers as well as the school environment and the efficiency and equity of schooling. Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2020).

In most cases a country's economic development policy usually includes, human resource development component, most of which is realized through education and training. Among the different categories of education, it is the technical and vocational education that is highly believed to determine the competitive capacity and strength of a country's productive work force. Technology inventions are becoming to solve the humankind problems all over the world. One of these innovations "birth places" are TVET centers. The African Union underlines the importance of TVET as a support mechanism for economic growth and as a means of empowering individuals to lead sustainable livelihoods. The success of TVET programs depends strongly on an effective management of the institutions/colleges, provision of the required training materials and involvement of the partners and stakeholders in the planning implementation and evaluation process of the programs (Mitiku, 2017).

The effective leaders play their role by creating prevailing vision and mission, communicating the vision and mission, clarifying mission and organizational objectives to all levels of the organizations, and steer organizations to high performing outcomes. The trainer's self-precipitation of their leadership styles towards improving the college performance in the way and manner the principal discipline in his staff, his human relation and feeling , his consideration to his members of staff, his inspiration to staff, his way of handling staff welfare his staff development and a lot of other principals effectiveness improve college performance (Fresbhat, 2018).

The provision of adequate training material and equipment's as well as the human and financial resources are the backbone of the quality of TVET programs. The limited human, material and financial resources form clear and major blocks on to the TVET programs. The enrollment capacity of the institutions largely depends on the availability of these resources unless and otherwise, the training plan and decision is based on the restricted supply and unavailability of the resources and as a result, TVET intuitions cannot achieve the desired goal. Apart from accessible and consistent provision of relevant resources, in order that TVET programs become effective in Africa and in Ethiopia as well, we must consider the living force all around today. These forces include the supply and demand sides of TVET and the socio-economic aspects. In general, the success of the TVET programs highly depends on the sufficient provision, availability and proper utilization of these resources (Mayiel, 2019).

In a knowledge-intensive enterprise like teaching and learning, there is no way to perform these complex tasks without distributing the leadership responsibility in the organization because distributed leadership becomes the glue of a common task or goal, improvement of instruction, and a common frame of values for how to approach that task. A primary goal of a principal committed to collective work as the key to student growth across the school will be to develop the leadership capacity of everyone in the school. Educational leadership programs need to provide activities and opportunities for building leader candidates to learn about and to address the variety of daily leadership and management tasks that confront today's principals (James, 2020).

This study will help for generating the topic for improvement on the distributive leadership situation of the college in general. Through the distributive perspective of leadership style goes beyond the superiority of the leader and the dependency of the followers. Having all these in to consideration, the aim of this study mainly focused on the determinants of college principal's distributive leadership practices & challenges in TVET: in case of Hadiya Zone, Hosanna Polytechnic College.

## 1.2 Statements of the problems

It is obvious that the TVET leaders are responsible to all activities which take place in the TVET improvement program. They have responsibility of the whole instructional process like following up of the teaching and non-teaching staffs, maintaining discipline in the TVET, providing training materials, coordinating and organizing human and non-human resources, participating in curriculum improvement, facilitating evaluation of instructional process and giving corrective actions for problems which TVET face. In order to achieve the desired TVET improvements goals leaders should maintain safe, good, healthy and conducive environment (Inmaculada et al, 2020).

School leadership now a day's becomes a top priority in Ethiopia education policy (MoE, 2020). Because it plays a key role to make teaching and learning more effective and also to improve efficiency and quality of education. In addition, also provide support to teachers, parents, and students to function at their best both academically and socially. Effective leadership is generally accepted as being a key to school success. Traditionally, schools have been large, impersonal systems with decision making centralized at the highest levels. Harris (2005) and others have contended that the foundation in a distributed conceptual framework lies in the relationship between leaders, followers, and the situation. The components of distributed leadership are diversified, that are distributed in colleges by principals namely: distributed leadership as setting direction; developing people; redesigning the organization, business and people management and; managing instructional program.

Today, with collaborative leadership, teachers are being asked to engage as leaders. Distributive leadership stresses the importance of leadership that is distributed and performed by several people including the formal leader. Firestone & Diamond, (2001) points out that the self-perception of trainer's for leadership is becoming increasingly present and that it can contribute to improving school health and performance. The school principal is considered to be a person in the leadership position most responsible and accountable for school success and failure; however, trying to achieve quality education and improve student achievement without making teachers to play leadership roles is a futile exercise. Regarding this, Macbeth (1998) and Day et

al (2000) (cited in Mulford, 2003) state that one of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located on a single person but can be dispersed within the schools between and among people.

Other researchers investigated the Determinants of College Principal's Distributive Leadership Practices and Challenges in Ethiopia from different perspective. For example, among the country level studies Mesfin (2019) examined that the relationships between school principals' leadership styles and school performance. Thus, the findings of the study shows that the principals lose strong support from teachers and it spends much of time on administrative issues rather than academic issues. The study conducted by Mitiku (2017), the lack of knowledge on how to participate teachers in leading school and distribute tasks among teachers to engage on leadership role were among the major challenges what leaders faced in practicing distributive leadership in school. While Yasin and Mohammed (2016), focused on the Challenges in distributed leadership: evidence from the perspective of head teachers. On the other hand, a number of researchers (such as Bolden, 2020; and Inmaculada et al, 2020) have examined the effect of Distributive leadership practices on different public institutions. However, the study by Mayiel (2019) was practices and problems of public Technical Vocational Education and Training Institution study that examined the challenges and opportunities of TVET. There may be many factors that determine the College Principal's Distributive Leadership Practices and Challenges in TVET. This study was conducted to investigate various gaps in line with current distributive leadership practices and willingness of instructors/ trainer's preparing their status to college leadership.

Based on the research issue, this study aims at answering the following research questions.

### 1.3 Research Questions

1. What factors affect the willingness of instructors/ trainer's in college leadership besides its current leadership practice in the study area?
2. What factors affect the extent principals of college exercise distributive leadership practices in college setting towards further improving the college performance?
3. Is there any perception difference among the college instructors/ trainer's and leaders about distributive leadership practices?

## 1.4 Objective of the Study

The General Objective of this Study is to investigate the Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET by taking Hadiya zone, Hosanna Polytechnic College as a Case Study.

Specifically, the study it attempts to investigate the following objectives:

- ❖ To investigate the constraints that impede the willingness of instructors/ trainer's in college leadership besides its current leadership practice in the study area.
- ❖ To investigate factors affecting the extent principals of college exercise distributive leadership practices in college setting towards further improving the college performance
- ❖ To identify the mean difference among the college instructors/ trainer's and leaders about principal's distributive leadership practices.

## 1.5 Significance of the study

The study is expected to give essential solution for the problem with regard to the Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET. Specifically, it helps to investigate the constraints that impede the willingness of instructors/ trainer's in college leadership besides its current leadership practice in the study area. Leadership at all levels of the education system is now being recognized as a viable approach in meeting the critical need of bringing quality education and improving trainee achievement. In addition to that the study may help concerned audience to look at up-to date and right picture of the current status of TVET colleges/institutions with reference to Hosanna polytechnic college. It may indicate what roles are expected from trainees (students), Instructors (teachers), college deans, department heads, core and supportive processes, stake holders, regional TVET bureau officials and the whole community as to facilitate relevant pre-conditions, while- conditions and post-conditions. The findings of this study moreover, assumed to be of interest to other researchers and policymakers. The government can also use the document as a stepping ground and to find ways for intervention including taking new strategic initiatives for enhancing the TVET existing

distributive leadership practice. The study might also serve as a basis for further research, consultancy, and training in the area.

### 1.6 Scope and Limitation of the study

As stated in the objectives, the aim of this study is to investigate the Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET in general. Specifically, factors affecting the extent principals of college exercise distributive leadership practices in college setting towards further improving the college performance. TVET program is recently reformed and launched to the existing and newly established governmental and non-governmental institutions and colleges. However, it would not likely to say the paper would be free of limitations that the researcher might not be comfortable during the study period. To mention some of the limitations; Corona virus or COVID – 19 was the biggest challenge during data collection process, some of the respondents were unwilling to give response enough. The study might not cover all of the staff members who are employee in the study area. However this scope of study was limited to only 63 (37%) respondents who give important information about the college principal's distributive leadership practices and challenges in TVET College.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 Theoretical Literature reviews

Distributive leadership is not something done by an individual to or a set of individual actions through which people contribute to a group or organization. It is a group activity that works through and within relationships, rather than individual action. Adeyemi (2006) viewed leadership as a process through which persons or group influence on the attainment of goals. Boss (1990) described leadership as one of the world oldest preoccupation, In support of the above, Burns (2003) states that leadership is not only a descriptive terms but a prescriptive one embracing a moral, even passionate dimension. Omolayo (2000) in his own view describe leadership as the ability to get things done with the assistance and corporation of other people within the school system.

**Leadership style:** - refers to the pattern or the collection of leadership behavior that characterize a given leader. Leadership style represents a range of behavior of a leader, a leader adopt a particular; leadership style in order to succeed. It's also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his relationship with staff under his jurisdiction. Leadership is the key to progress and survival of any organization, Ezenwa (2005) see it as an acts of influencing people so that the strive willingly and enthusiastically towards the accomplishment of goals and objectives In the same vein ukeje (1999)observe that leadership means influencing people to work willingly with the zeal towards the achievement of the cooperate goals . A leader cannot work alone he must have people to influence, direct, carry alone towards the achievement of the organizational goals.



## Scholars Summarized Leadership Style as Follows

**A. Autocratic self - defense:** - is a leader who insists things done his own way without the goal of the organization or without recourse to the organization pattern laid down.

**B. Autocratic – nomothetic style:** - is a leaders who stress the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group.

**C. Democratic – nomothetic style:** - stress the organizational goal more and accept the views of staff, makes the best of them for organizational goal more and accept the views of staff.

**D Democratic – idiographic style:** - is the type of leader that emphasis individual needs of the group. While meeting few organizational demands. A leadership in this category seeks personal relationship with his staff and is very concern with their convenience and general well-being to the detrimental of the goal of the organization.

**E. Democratic transactional styles:** - emphasis on both organizational and individual needs of his staff; in this situation the system maintain a dynamic equilibrium and momentum.

**F. Laissez-fair style:** - is a leader that has no clear goal and also give no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez faire leadership refers to the type that allow free contribution of ideas and opinions without interference by the leader. Obi (2003) argues that such style pre dispose to unproductive activities very often and could be detrimental to school welfare on the whole school principals where therefore assessed by their subordinate for credible performance based on application of leadership style.

**G Democratic Leadership Style:** - With this style, spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or fresh ideas for executing the vision.

### **2.1.1 The Importance of Leadership**

Educational practitioners have recognized leadership as vitally important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before Nkata, (2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards (Shava and Tlou, 2018).

### **2.1.2 Constraint of Students in TVET institution of Ethiopia**

Enabling students to choose a vocation after the completion of the highest level of general education possible improves educational equity and student motivation. The Ethiopian middle level TVET admits students who have completed general secondary education. According to a standard set by the Ministry of Education (MOE, 2003b), the minimum requirement to be admitted to middle level TVET is a grade point of 1.4 for male and 1.2 for female students in the Ethiopian General Secondary Education Certification Examination (EGSECE). The TVET of Ethiopia is aimed at curbing the serious shortage of middle level manpower that plays a significant role in the development of the country. Graduates of this program, according to TVET strategic plan of Ethiopia (MOE, 2003a), are expected to be competent in such a way that they are equipped with capabilities that would enable them not only to be employed but also become self-employed. To achieve this, students should participate in the program with interest. In addition, support and understanding from members of students' families and the society at large is believed to be decisive for the success of the graduates and the training program as well (Nahom, 2020).

Globalization and competition require higher skills and productivity among workers, both in the modern companies and in the micro and small enterprises that support them. As a result of liberalized trade regimes and lowered trade tariffs, companies have been downsizing and out

sourcing, thus, demanding higher qualification levels among employees. Moreover, entrepreneurial skills are of growing importance.

### **2.1.3 Problems of Teachers Training in TVET**

Training TVET Teachers/instructors enables them to improve their abilities in providing effective services to TVET's students in addition to the available training materials, the knowledge, skills, experience and attitude of a trainers should be at high level, especially on the course he/she is instructing. Likewise, the trainers should know the level of understanding of their trainees whether the local or the overall country wide situations in which they are living.

There is a set of an integrated programs and a mechanism to be used in training teachers;

- i. New techniques that have emerged in specializations and courses they teach;
- ii. New teaching methods, including the preparation of courses and adoption of competency-based teaching methods and life skills, using modern techniques and information technology in teaching;
- iii. Linking teaching to standards, costs, clean production, ability to compete, protection of environment, safety and use of national products;
- iv. Conducting cumulative and summative evaluations establishing clear criteria to identify students and apprentices who acquired the required skills;
- v. Techniques to teach students life skills;
- vi. Set a permanent mechanism to train teachers and trainers on a continuous basis on emerging techniques and on modern education and evaluation methods. Therefore, to effect the implementation of TVET curriculum in government technical colleges,

Mayiel (2019) examined that the Practices and Problems of Public Technical Vocational Education and Training Institution. However, it is recognized that the governmental and non-governmental stakeholders should work collectively to address the various challenges impacting public TVET institutions objectives and these objectives of TVET institution could be achieved through proper funding, management, administration, qualified instructors, positive attitudes of students toward TVET qualification and public partnership. The Key to this step in planning TVET implementation process is to ensure that there is a "match" between the planned

institutional program implementation and the intended outcomes. If mismatching exist in this circumstance.

## 2.2 Empirical Literature reviews

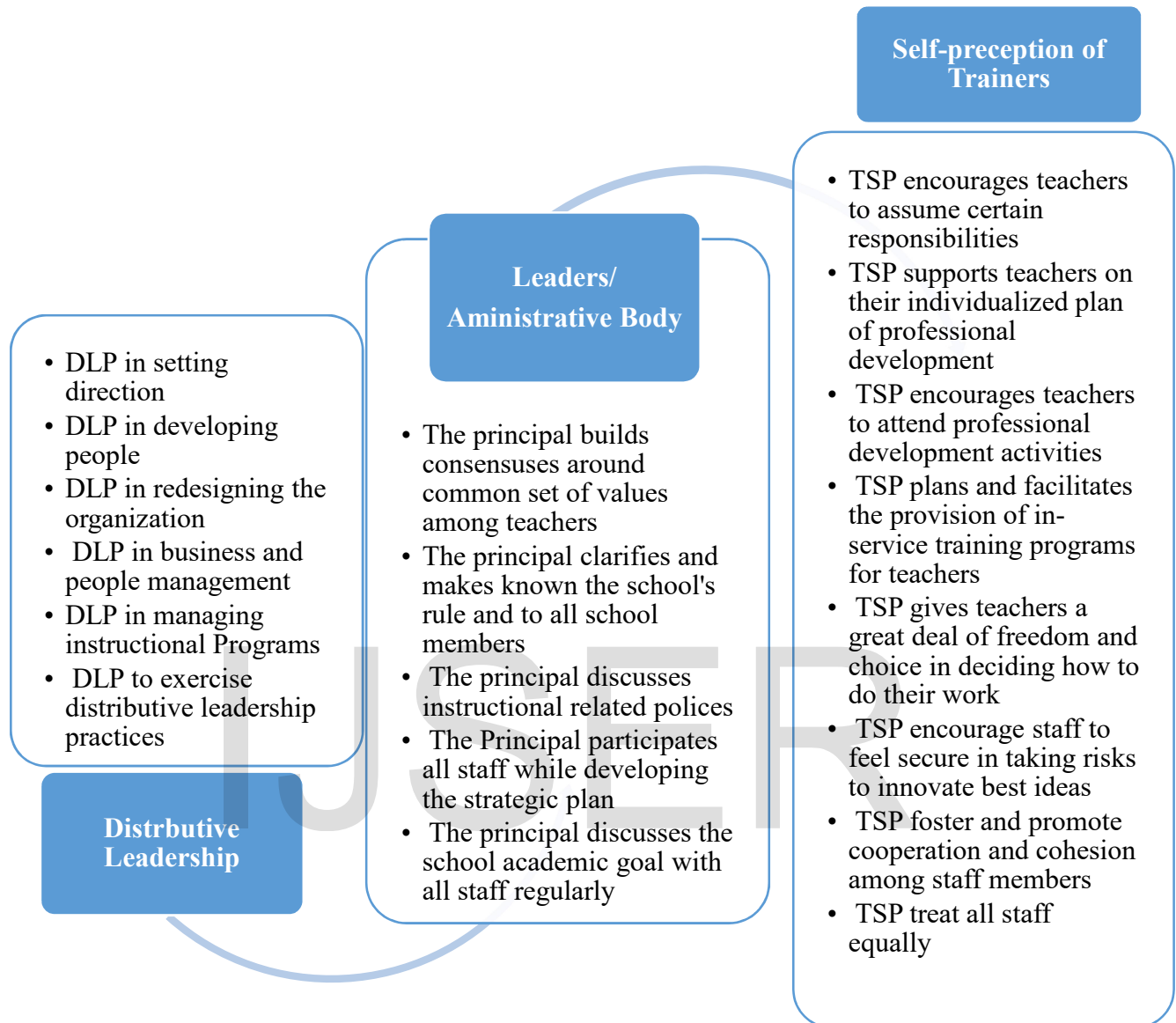
Different scholars have conducted study on the college principal distributive leadership practices and challenges in TVET in looking at the local level and country level analysis. For instance, Mesfin (2019) examined that the relationships between school principals' leadership styles and school performance. Thus, the findings of the study shows that the principals lose strong support from teachers and it spends much of time on administrative issues rather than academic issues. The study conducted by Mitiku (2017), the lack of knowledge on how to participate teachers in leading school and distribute tasks among teachers to engage on leadership role were among the major challenges what leaders faced in practicing distributive leadership in school. While Yasin and Mohammed (2016), focused on the Challenges in distributed leadership: evidence from the perspective of head teachers. On the other hand, a number of researchers (such as Bolden, 2020; and Inmaculada et al, 2020) have examined the effect of distributive leadership practices on different public institutions. However, the study by Mayiel (2019) was practices and problems of public Technical Vocational Education and Training Institution study that examined the challenges and opportunities of TVET. There may be many factors that determine the college principal's distributive leadership practices and challenges in TVET. This study was conducted to investigate various gaps in line with current distributive leadership practices and willingness of instructors/ trainer's preparing their status to college leadership.

### 2.3 Conceptual Frame Work

In view of the problem statement as well as research questions, theoretical foundations, and review of literatures presented in the prior chapters, a conceptual framework is developed and depicted in below figure shows that the Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET by taking Hadiya zone, Hosanna Polytechnic College as a Case Study.

Figure 2. 1: Conceptual Frame Work

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Source: - *Own Design (2021)*

## CHAPTER THREE

### METHODOLOGY OF THE STUDY

#### 3.1 Description of the study area

The study conducted in Hadiya zone, Hosanna polytechnic college the reason that the college was selected due to have received little research attention so far conducted on college principal's distributive leadership practices. The challenges in TVET College was not yet done in the study

areas. So this study is outstanding in the sense that, it encompasses opinions from different angles to investigate the significance of specific factors in explaining the college principal's distributive leadership practices and the challenge in TVET College in the study area.

The administrative center of Hadiya zone is Hosanna town, which is located 232 km southwest of Addis Ababa following the asphalt road that passes through Alemgena, Butagera to Arbaminch and also to south and 180 kilo meters away from regional site of Hawassa Town to North West. The estimated total area of the zone is 346,958.5 hectares. It is characterized by temperate type of climate with daily temperature ranging from 18<sup>0</sup>c to 27<sup>0</sup>c, and is located 1900 meters above sea level. It have low to high rainy season for 7 months from February to August and for the remaining 5 months from September to January have bright and conducive air condition throughout the year. The total population of the zone as per the national census of 2019 was estimated to be male 756,576 (48.9%) and female 831,194 (51.1%) the total of 1,587,770 hard-working, peace-full, multi-ethnic and religious people are found. It is divided into 13 Woreda administrations and 4 town administration. Hosanna Polytechnic College, as well, is established 1km aside to the north-west of Hosanna town, approximately 2kms far away from Bezabih Petros Square (that is the center of Hosanna town). Fortunately the College has probably 13 hectors of its wide campus, and due to this there is no problem of ground space to construct, accommodate and fix whatever is wanted. As long as 22 work years old, it is relatively well organized and equipped with sophisticated training materials and machines, old and new blocks, and other infrastructures as to run the whole training program. The extent of annual enrollment (population rate) in HPTC is very high in comparison to other collage and institutions in SNNPRS.

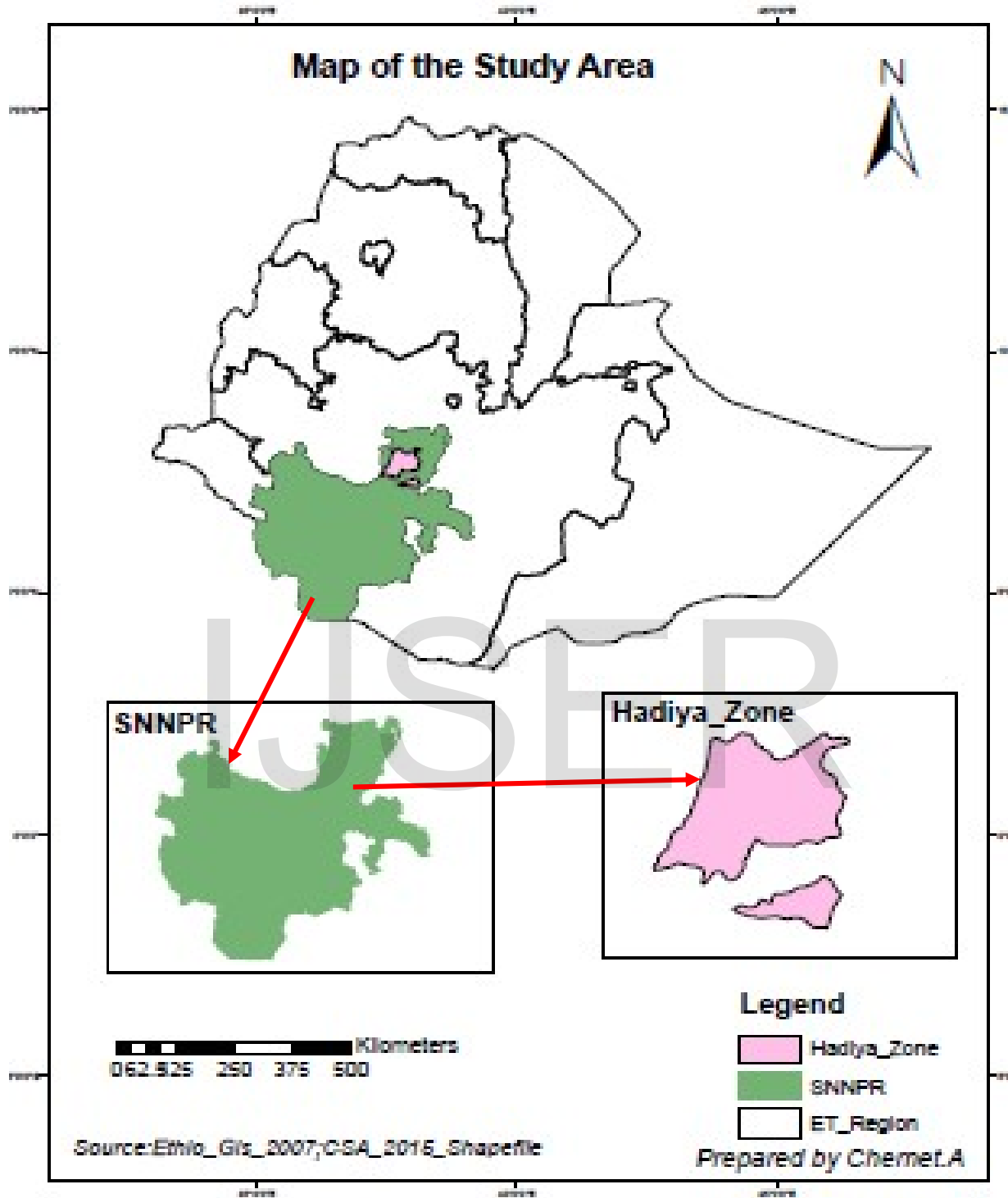
In addition to this the college provides diversified programs through regular, extension, and Short term programs this also being carried out periodically based on the demands of partners including governmental and non-governmental sectors & organizations. The college is one of the centers of competence (CoC) in SNNPRS. Of these reasons, HPTC is strongly competitive college among other collages/institutions in SNNPRS. The number of graduates with in every year is very high and distributed in Hosanna and other Neighboring towns with or without job opportunity. As the researcher is the member of the college, he realizes that there might have

many critical factors affecting distributive leadership practices and challenges in TVET College. The researchers in contrary to the strong attempts, endeavors and struggles done by the college leadership, respective community members of the college, regional TVET bureau and other concerned bodies.

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Figure 3. 2: Location Map of Hadiya zone





Source: Own design (2021)

### 3.2 Data Type and Source

This study used both primary and secondary data. Primary data was collected through structural questionnaires distributed to individual's employee who engaged in Hosanna polytechnic college (in terms of setting), 63 respondents from administrative body, departments (specific fields), Instructors (teachers) & trainees (students) are bounded (limited) to this study. Secondary data were gathered from documents, reports books, magazines, internet and manuals.

### 3.3 Sampling Technique and Sample Size Determination

In this study probability sampling technique was used to select sample respondents. A simple random and stratified sampling method was used to select the sample respondents. The main rationale behind the usage of simple random sampling techniques is the homogeneous nature of the respondents in the study area. Since the study was used stratified and simple random sampling techniques in order to select the required sample. Stratified random sampling is used when the population is divided into two or more relevant strata based on one or more attributes. The advantage of stratified sampling is said to be its ability to ensure inclusion of subgroups, which would otherwise be omitted entirely by other sampling methods because of their small number in the population. It is appropriate for any social science research when a sample size of more than 30 and less than 500 (Ruth, 2015).

Accordingly, the college has, totally 285 employee in the study area from this, targeted 172 employee that means administrative body and instructors / trainers who give important information about the distributive leadership practices and challenges in TVET is the target population for this study. Out of these respondents the researcher would select the sample of 63 (37%) respondents. The desired size of sample who represent the other else and to fill the questionnaires for data collection purpose. Both Slovin's and (Yamane, 1967) formula was used to determine the samples size of respondent's.

Formula, which is written as;  $n = \frac{N}{1 + N(e)^2}$

Where, N = Total population,

n = Number of samples and

e = the margin of error for this study is 10% with confidence level 90%.

$$n = \frac{172}{1 + 172(0.1)^2} = 63$$

Therefore, 63 respondents were selected as a sample size from the college that can be determined proportionally by using ratio sample to the total population as follow;

RR =  $n / N$ , that is RR=  $63/172 = 0.37$  or 37%; of respondent’s for the distributive leadership practices and challenges in TVET College.

RR of Trainers / Instructors =  $95 * 37 / 100 = 35$  and Administrative body =  $77 * 37 / 100 = 28$ , and **Total = 63.**

Table 3. 1: Sample size of respondents

<i>Selected Respondents</i>	<i>Number of Respondents</i>	<i>Sample size</i>
Trainers / Instructors	95	35
Administrative body	77	28
<b>Total</b>	<b>172</b>	<b>63</b>

Source: *Own survey (2021)*

### 3.4 Method of Data collection

In this study, both qualitative and quantitative data was collect from the target population. Accordingly quantitative data was collect from the college employee by distributing questionnaires and the qualitative data was collect from administrative body, departments (specific fields), Instructors (teachers) & trainees (students) by using in-depth interview. The researcher was collect data by using different instruments in order to gather qualitative and quantitative questionnaire were consist of both close-ended and open-ended items. Both primary and secondary data was collected and surveyed. According to this, the data was collect from the sample of Hadiya Zone, Hosanna Polytechnic College Respondents.

### 3.4.1 Questionnaire Design

The study designed survey questionnaire used in order to investigate the Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET by taking Hadiya zone, Hosanna Polytechnic College as a Case Study. The questions would repair first in English. Moreover, translates in to Amharic language. This would support the respondents clearly understand the question. The questionnaire divided in to three parts. "Part I" for Trainers / Instructors survey questionnaire, "Part II" for Administrative body survey questionnaire, and "Part III" an open-end questions which would be used to collect secondary data from HPTC. All the three parts would focus on the Distributive Leadership Practices and Challenges in TVET. Furthermore, few open ended question which give opportunity to respondents to reflect their views freely regarding the topic of study included in questions. In order to make contact with both Trainers / Instructors and Administrative body, the address on the documents obtain from HPTC was used. Before distributing the questionnaires to the respondents, the instruction was given for each section of the question. Finally, the designed questionnaires was distributed by hand also to the computed sample size in order to gather information then collected immediately after they finish it.

### 3.4.2 In-depth Interview

The main purpose of conducting in-depth interview in this study is to dig the detail information on the topic study. The target population for this study was both Trainers / Instructors and Administrative body who give important information about the college leadership practices. Interviews were held by the investigator using guiding questions. It was also held in secured place, where there is no interruption and well maintained privacy to be interviewed after obtaining verbal consent from the participants.

## 3.5 Method of Data Analysis

This study was used both descriptive and econometrics analysis. The descriptive analysis includes percentages and mean. Multiple Linear regression were employed to investigate the constraints that impede the willingness of instructors/ trainers in college leadership besides its current leadership practice. Accordingly, the data was prepared and processed for the analysis in appropriate ways and finally the main data would be coded and enter to STATA software version 14 would employed.

### 3.6 Model Specification

Multiple linear regression models is model in which the dependent variable, Y depends on two or more explanatory variables. Multiple Linear regression were employed to investigate the constraints that impede the willingness of instructors/ trainers in college leadership besides its current leadership practice. In estimating distributive leadership by using multiple linear regression model is applicable. In multiple regressions, for example, we try to predict the average value of dependent variable for given values of the independent variables with the use of a regression line.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon \text{-----} (3.1)$$

Where, Y = Distributive Leadership respondent response as a dependent variables

The coefficients  $\beta_1, \beta_2$  and  $\beta_k$  are vector of parameters to be estimated,  $X_1, X_2$  and  $X_k$  are vector of explanatory variables, and  $\varepsilon$  are disturbance term or stochastic term,  $\alpha$  is the intercept term which gives the average value of Y when,  $X_1, X_2$  and  $X_k$  are zero.

#### Model 1: Determinants of College Principal's Distributive Leadership Practices and Challenges in TVET.

$$Y = \alpha_0 + \delta_1 ISD + \delta_2 IDP + \delta_3 IRtO + \delta_4 BPM + \delta_5 MIP + \delta_6 MFT + \varepsilon \text{-----} (3.2)$$

Y = Distributive Leadership

$\delta_i$  = are parameters or the magnitudes independent variables

More precisely, a brief discussion on the dependent variable of the model will be followed by the definition and the hypothesis of the independent variables. In selecting the potential explanatory factors that affect the explained variable, key consideration is likely to be exogenous to the dependent variable. Moreover, selection of variables to the model is also guided by the findings of similar studies (Bhatt and Jain, 2006, Cole, et al, 2007 and McCarthy, 2003).

**Distributive Leadership (DLP):** This is the dependent variable of model (3.2). It is a continuous variable that will help to capture the performance of college influential practices performed by personnel at multiple levels in an organization instead of individual leaders at the top of an organizational hierarchy in efforts toward achieving goals in a given situation. This variable takes a value of three or 3 for a good leaders greater than a given requirements for their distributive leadership practices, those leaders who had pursue in good decision making role. Whereas, those leaders who were pursue moderately poor leadership style it takes the value of two or 2 and poor leadership style it takes the value of one or 1.

**In Setting Direction (ISD):** Regarding distributed leadership practices in setting direction among the seven items were include: The college principal builds consensuses around common set of values among instructors , clarifies and makes known the colleges rule and to all college members, discusses instructional related polices and issues with staff regularly, participates all staff while developing the strategic plan of the college, discusses the college academic goal with all staff regularly, involves instructors while developing vision, mission, goals and values of the college and makes instructors to participate in most significant issues of the college. Earlier studies revealed that, distributive leadership (Fresbhat, 2018), as a result, in this study, distributed leadership practices in setting direction is expected to have a positive effect. Thus,

$$\delta_1 > 0$$

**In Developing People (IDP):** It is a composite index, based on questionnaire, which assessed the opinions of the sample respondents about the efficiency of the administration in developing people which is proxies by the time required to encourages instructors to assume certain responsibilities, supports instructors on their individualized plan of professional development, encourages instructors to attend professional development activities which directly enhance their training , makes instructors experiment and take risks, even when there is risk of failure, challenges instructors to try out new and innovative ways to do their work, plans and facilitates the provision of in-service training programs for instructors/ trainer's, encourages instructors/ trainer's the opportunities to learn from one another, provides instructors the opportunities to chair meetings, initiates instructors to conduct peer observation and gives instructors/ trainer's a

great deal of freedom and choice in deciding how to do their work. The values of this index range from one (less Attractive), (Moderately Attractive) two to three (highly Attractive).

Previous empirical studies reported that the college principal's distributive leadership practices in developing people (James, 2020). This variable is expected to have a negative impact on the distributive leadership. Thus,  $\delta_2 < 0$

**In Redesigning the Organization (IRtO):** It should be noted that any college principal's distributive leadership practices in redesigning the organization who would like to have decent knowledge. Regarding DLP in redesigning the organization among the eight items were include: Foster and maintain atmosphere of trust and mutual respect within the college setting, facilitate good and smooth communication among instructors / trainer's and all college members, initiate individuals or groups to make decisions on issues important for college's success, encourage formal and informal groups to contribute to the achievement of college's objectives, encourage staff to feel secure in taking risks to innovate best ideas that contribute to the college's development, create conducive environment in which a good working relationship exist, foster and promote cooperation and cohesion among staff members and establish supportive atmosphere in which instructor's / trainers are encouraged to work as a team member. Recent empirical studies confirm that redesigning the organization is significantly and positively related to distributive leadership (Mayiel, 2019). This variable is expected to have a positive association with distributive leadership. Thus,  $\delta_3 > 0$

**In Business and People Management (BPM):** is a key issue for distributive leadership. The college principal's distributive leadership practices in business and people management, is one of the major constraints faced by people. This is a continuous variable, which takes a value if the sample respondents reported that he/she had decent knowledge to followers; actively listens to instructors diverse points of view, treat all staff equally, encourage instructors / trainer's to take part in the planning and implementation of staff performance appraisal, accept instructors / trainer's feedback, involve instructors / trainer's in planning and implementation of the college's budget, involve instructors / trainer's in the college income generating activities, develop and maintain high morale in instructors / trainer's and recognize instructors / trainer's as colleagues and respect them. Thus, this variable is hypothesized to have a positive impact on the distributive leadership (Shava and Tlou, 2018). Thus,  $\delta_4 > 0$

**In Managing Instructional Programs (MIP):** Concerning distributed leadership practices in managing instructional programs among the ten items were include: discusses new ideas about teaching and learning with instructors at a staff meeting regularly, encourages instructors / trainer's in the selection and implementation of appropriate teaching techniques and materials, involves instructors / trainer's in identifying trainee /students with disciplinary problems and providing proper guidance, discuss the progress and implementation of teaching and learning activities in staff meeting regularly, makes instructors / trainer's to play role in setting grades and student assessment techniques, provide opportunities to discuss new classroom practices with colleagues, makes and encourage instructors / trainer's to participate in planning and implementation of co-curricular activities, makes instructors / trainer's active role in the evaluation of text books and syllabus, encourage instructors / trainer's to undertake action research and involve instructors / trainer's in solving trainees / students learning problems. Hence, this variable is expected to have a positive impact distributive leadership (Mohammed, 2016). Thus  $\beta_5 > 0$

**Major Factors (MFT):** In this study, challenges of instructors/ trainer's willingness to became a college leader refers to; Instability of principals assignment in their positions, Instructors / trainer's lack of interest to participate in college leadership, Instructors / trainer's unwillingness to assume leadership role, Principal's spend much of their time on administrative and political issues rather than exercising leadership role, Lack of trust between instructors / trainer's and principals, Principals feel that exercising leadership is the responsibility of principals not the responsibility of instructors / trainer's, Principal's lack of knowledge on what kinds of tasks to be distributed to instructors / trainer's, Principals lack the ability to influence instructors / trainer's to follow the desired direction, Absence of commitment among principals in participating instructors / trainer's in college leadership, Principals feel that, sharing their leadership role is risky, Principals lack knowledge on how to make instructors / trainer's to play leadership role and Absence of support from instructors / trainer's. Hence, this variable is expected to have a positive impact on the distributive leadership. Thus  $\beta_6 > 0$



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Descriptive Analysis

The following table shows that the demographic information of sample respondents of Determinants of College Principal’s Distributive Leadership Practices and Challenges in TVET were include (Sex, Age, Educational level and marital status) that were participated in this study.

Table 4. 1: Background Information of Respondents in the study area.

Respondents’ Background		Sample Respondents of Employee in HPTC		
		Frequencies	Percentage	Cumulative
<b>Sex</b>	Female	19	30.16	30.16
	Male	44	69.84	100
		<b>63</b>	<b>100</b>	
<b>Age group</b>	18 – 20	6	9.52	9.52
	21 – 35	6	9.52	9.52
	36 – 45	26	41.27	100
	46 – 55	18	28.57	58.72
	56 and Above	7	11.11	11.11
		<b>63</b>	<b>100</b>	
<b>Marital status</b>	Single	10	15.87	15.87
	Married	41	65.08	65.08
	Widowed	6	9.52	90.47
	Divorced	6	9.52	100
		<b>63</b>	<b>100</b>	
<b>Educational level</b>	Basic education	7	11.11	11.11
	Primary education	8	12.70	100
	Secondary education	4	6.35	6.35
	TEVET graduate	24	38.10	38.10
	Diploma	4	6.35	87.26
	Degree and above	16	25.40	25.40
		<b>63</b>	<b>100</b>	

Source: *Own survey data (2021)*

The above Table 4.1 shows that, There were 63 HPTC employee who are selected to respond the questionnaire and out of 44 (69.84%) them were males and the rest 19 (30.16%) of them were females. The table shows that most of the respondents are male with account 70% and the rest 30% are female employees. According to above table the number of male respondents is greater than the number of female respondents, from this we can understand that males have positive attitude towards to join the college than female.

As we have shown in the above table, the respondents were asked to demonstrate their age ranges during the survey time. Regarding the HPTC employee age of the respondents, most of respondents (37%) were included in the sample were under the age group of 21-35, 9.52% were in between 36-45, 28.57% were in between 18-20, 9.52% age group and 11.11% were in age group 56 and above. This shows that more than half of employee in HPTC were run by the youth ones. According to the study, the mean age of the individual respondents in HPTC was 44 years age and standard deviation was 11.0742 with minimum of 18 and maximum of 56 years and above of age.

As indicated the table above, 4.1 shows that the sample respondent marital status of the respondents in HPTC were 10 (15.87%) was single, 41 (65.08%) were married, while only 6 (9.52%) were Divorced and 6 (9.52%) were widowed respectively. This shows that more than half of respondents in the study area were Married.

About 16 (25.40%) of the respondents had Degree and above, the rest 4(6.35%) attained Secondary education, 7 (11.11%) attained Basic education, 24 (38.10%) were TEVET graduate, 8 (12.70%), were attained Primary education, and 4 (6.35%) of the respondents have upgraded their educational status up to diploma level. This shows that the majority of respondents had Degree and above education as we seen in the above table. This has its own influence in the distributive leadership practices relatively with the uneducated one on the leadership activities.

## 4.2 Qualitative Results from Open-ended Questions

The main purpose was to narrate and triangulate the results of the open-ended response with questionnaires results so as to drive conclusions and recommendations in relation to the basic research questions of the study.

For questions that were asked the instructors/ trainer's to list college principals distributive leadership hindering factors, the following responses were secured from the majority of the item and include: principals lack of confidence in exercising leadership, lack of ability, lack of commitment among principals, lack of adequate and continuous leadership training, lack of time, work load, instructors/ trainer's unwillingness to take responsibility, large staff to lead, lack of technical support from TVET bureau and zone education officials. Thus, due to the above mentioned problems in college the data gathered from qualitative and quantitative data concurrently confirmed that the college principals were not practicing distributive leadership in their respective colleges. Thus, although the principals; and the instructors/ trainer's and the department heads perceive distributive leadership hindering factors from different angle, it possible to infer from their responses that there are gaps in exercising, distributive leadership in college setting under study.

Distributed leadership also enhances opportunities for the colleges to benefit from the capacities of more of its members, permits members to capitalize on the range of their individual strengths, and develops among organizational members a fuller appreciation of interdependence and how one's behavior effects the organization as a whole. Besides, t-test was computed to look for any statistically significant difference for each of the independent variables between the two groups of respondents the t-test results found the instructors/ trainer's do not share the same perception as the college leaders implementation of the distributive leadership practices guided and supported and typically the instructors/ trainers are more generous than the college leaders.

## 4.3 Econometric Analysis

In this section the study presented the results of multiple linear regression model of analysis to investigate the determinants of college principal's distributive leadership practices and challenges in TVET. Specifically, it helps to investigate the constraints that impede the willingness of instructors/ trainer's in college leadership besides its current leadership practice in the study area. As described in the methodology part, there were two equations in the model the selection and outcome equations. The selection equation estimates effect of the distributive leadership practices. The outcome equation estimates the effect of willingness of instructors/ trainer's in college leadership besides its current leadership practice. Data exploration is an important preliminary step before estimation is done.

### 4.3.1 Data Property Test (Pre-Estimation Test)

#### 4.3.1.1 Data Distribution (Normality) Test:

In this study, the result is determined by the nature of the data, it is essential to check normality of the data by using the possible ways, and if the data set is non-normal in distribution we will transform it into logarithmic form to get relative distributions that minimize the effect of extremes (outliers) value on the estimation result. In this study, the researcher are going to check the distribution by employing the Skewness and kurtosis and according to this test if kurtosis is equal to three and the skewness is equal to zero, the distribution is normal. Thus, before running the model variables were assessed by employing the gladder test in STATA to come up with the appropriate transformation of count variables. And if these three measures of distribution of data, skewness, kurtosis and gladder test do not give us symmetric distribution result, some transformation and modification of data will be made (Gujarati, 1995).

#### 4.3.1.2 Multicollinearity test

The term Multicollinearity indicates the existence of association between two or more of explanatory variables, this association level might be nil that can be ignored or high that significantly affects the estimation of the parameters. If Multicollinearity is perfect, the regression coefficients of the independent variables are undetermined and their standard errors are

immeasurable. If Multicollinearity is less than perfect, the regression coefficients, although determinate, possess large standard errors, which mean the coefficients cannot be estimated with great precision or accuracy.

In this study, the correlation Matrix which is made among the independent variables reveal that the slight existence of Multicollinearity problem. Multicollinearity problem is occurred when the explanatory variables are highly correlated with each other. In the correlation matrix it is indicated that there is a little evidence for Multicollinearity problem. A serious problem for Multicollinearity is occurred if the correlation is about 0.8 or larger. The Multicollinearity of the explanatory variable are below 0.50 and it can be confident to say there is significant Multicollinearity since any of them are not above the conventional 80 percent.

#### 4.3.2 Post Estimation Test (Heteroskedasticity Test)

Econometric theory tells us that we are likely to encounter Heteroscedasticity frequently in econometric data, particularly with cross-sectional data. Before passing in to the analysis of the result of the estimation of the models, test on the possible existence of Heteroscedasticity is important for this study. The violation of Homoscedasticity assumption in the general linear model, OLS estimates are consistent but inefficient (Gujarati, 2003).

In this study, Breusch-Pagan test for heteroskedasticity. Most of the tests that can be used to test for heteroskedasticity in life, linear regression assumes that the spread of the residuals is constant across the plot. Anytime that we violate an assumption, there is a chance that we can't trust the statistical results. While heteroscedasticity does not cause bias in the coefficient estimates, it does make them less precise. Lower precision increases the likelihood that the coefficient estimates are further from the correct population value. Heteroscedasticity tends to produce p-values that are smaller than they should be. This effect occurs because heteroscedasticity increases the variance of the coefficient estimates but the OLS procedure does not detect this increase. Consequently, OLS calculates the t-values and F-values using an underestimated amount of variance. This problem can lead us to conclude that a model term is statistically significant when it is actually not significant.

Table 4. 2: Results and Discussions of the Multiple Linear Regression Model

Source	SS	df	MS	Number of obs = 64		
Model	7.27501338	6	1.21250223	F( 6, 57) =	13.27	
Residual	5.20936162	57	.091392309	Prob > F =	0.0000	
Total	12.484375	63	.198164683	R-squared =	0.5827	
				Adj R-squared =	0.5388	
				Root MSE =	.30231	

dlp	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
isd	.0996656	.0298445	3.34	0.001	.0399029	.1594282
idp	.1209303	.0393713	3.07	0.003	.0420906	.1997701
irto	.1485802	.0298204	4.98	0.000	.0888659	.2082946
bpm	-.1543836	.0311134	-4.96	0.000	-.2166871	-.0920802
mip	-.0945357	.029152	-3.24	0.002	-.1529116	-.0361598
mft	-.0442025	.0281415	-1.57	0.122	-.1005548	.0121499
_cons	.3824505	.1950035	1.96	0.055	-.0080374	.7729383

\*\*\* Significant at 1%, \*\*Significant at 5%, \* Significant at 10%

Source: Own survey data (2021)

$$Y = 0.382 + isd - .099 * idp + .12 * irto + .148 * bpm - .154 * mip - .13 - mft - .044 + \epsilon$$

In the output of above table 4.2, the researcher first saw that all 63 observations in the data set were used in the analysis. And the coefficients, their standard errors, the t-statistics, associated p-values, and the 90% confidence interval of the coefficients. The variables which were statistically significant in the model to predict distributive leadership are discussed as follows. The result showed that 53% the variation in the distributive leadership was due to independent variables included in the model. Therefore, the model was the best fit model for the data.

**In Setting Direction (ISD):** Regarding distributed leadership practices in setting direction among seven items were statistically significant at 1% significance level and had positive relationship with the distributive leadership in the analysis. The results of multiple linear regression model indicates that distributive leadership has statistical significance effect on setting

direction in the study area. This shows that a vision developed in isolation is less likely to influence followers because they have no part or stake in a vision. According to Fresbhat, (2018), found that there is a positive correlation between distributive leadership practices in setting direction.

**In Developing People (IDP):** It is a composite index, based on questionnaire, which assessed the opinions of the sample respondents about the efficiency of the administration in developing people among ten items were statistically significant at 1% significance level and had positive relationship with the distributive leadership in the analysis. The results of multiple linear regression model indicates that distributive leadership has statistical significance effect on developing people in the study area. This shows that the distributive leadership practices in developing people is low or unsatisfactory. This contradicts with James, (2020) stated, when instructors/ trainer's capacities and motivations are positively enhanced through leadership of others in the organization, they develop professionally and promote the development of others.

**In Redesigning the Organization (IRtO):** Regarding distributive leadership practices in redesigning the organization among the eight items were statistically significant at 1% significance level and had positive relationship with the distributive leadership in the analysis. The results of multiple linear regression model indicates that distributive leadership has statistical significance effect on redesigning the organization in the study area. However, as it is stated by Mayiel, (2019) found that, an organization becomes redesigned in light of distributed leadership, instructors/ trainers are given opportunities to be part of a group decision making because distributive leadership promotes the idea that instructors/ trainers have influence over and practice widely shared decision-making process viewed as the responsibilities of group rather than the individual.

**In Business and People Management (BPM):** Concerning distributive leadership practices in business and people management among the eight items were statistically significant at 1% significance level and had positive relationship with the distributive leadership in the analysis. The results of multiple linear regression model indicates that distributive leadership has statistical significance effect on business and people management in the study area. As depicted in Table 4.2 output, the instructors/ trainers and college leaders (Mitiku, 2017) were replied in all items with low level ranging from the mean and standard deviations. Generally one can conclude

that, college principals distributed leadership practices in business and people management was below expectation with overall average.

**In Managing Instructional Programs (MIP):** Concerning distributed leadership practices in managing instructional programs among the ten items were statistically significant at 1% significance level and had positive relationship with the distributive leadership in the analysis. The results of multiple linear regression model indicates that distributive leadership has statistical significance effect on managing instructional programs in the study area. The respondents rated similarity at low level with the mean and standard deviation scores ranging for all of the items. Thus, it can be possible to conclude from these findings that the college leaders and the instructors/ trainer's perceived the principals distributed leadership practices in terms managing instructional program is low and unsatisfactory with overall average mean and standard deviation. However, as it is stated by Mesfin, (2019) found that, managing the instructional program in the distributive leadership frame work requires instructors and leaders to play a role in improving the quality of training by being leaders beyond the class room. Instructor's involvement in the selection of instructional materials, appropriate teaching techniques and trainees/ student assessment methods has a paramount importance for academic achievement.

**Major Factors (MFT):** The results of multiple linear regression model indicates that challenges of instructors/ trainer's willingness to become a college leader among the twelve items has statistical insignificance effect on the major factors that hinder principals to exercise distributive leadership practices in the study area. However, on item 3 both respondents agreed low level of instructor's unwillingness to assume leadership role with mean and standard deviation as hindering factors in exercising distributive leadership practices. All the remaining items both respondents were agreed major factors that hinder principals to exercise distributive leadership practices in TVET College were slightly high with overall average.



## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Among the different categories of education, it is the technical and vocational education that is highly believed to determine the competitive capacity and strength of a country's productive work force. For that matter the TVET leaders are responsible to all activities which take place in the TVET improvement program.

The willingness of instructors/ trainer's to participate or involve in college leadership besides training students in classrooms was recognized to be positive. Instructors/ trainer's found to be confident and believe in their ability to help, motivate and support their colleagues. This confidence of instructors/ trainer's comes from the belief that instructors are close to trainees/ students and to their colleagues and better placed than other leaders such as heads to make changes that benefit students learning. Evidence from studies suggests that distributing leadership through instructors/ trainers can make substantial contribution to teaching and learning. In order to achieve this, instructors/ trainers need to be involved and motivated by the leadership.

The study showed, however, the Hosanna polytechnic college under study did not participate and encourage instructors/ trainers to assume leadership role. The distributive leadership practices while exercising the five core leadership function in school setting were low and unsatisfactory. Principals do not involve instructors/ trainers while developing vision, mission goals and values of the school system. Thus, college principals lose potential support from instructors/ trainers that could have contributed for quality education and trainees/ students' academic achievement.

It was found out that spending much time on administrative issues rather than academic issues, lack of knowledge on how-to participate teachers in leading schools, lack of knowledge on what kind's tasks to be distributed to instructors/ trainer's. So that instructors play leadership role were among the major factors that hinder principal's practice of distributive leadership in the college.

## 5.2 Recommendations

- ❖ It is known that, the challenge now for college is to adopt the inclusive leadership practice approaches as to enhance and foster sustainable leadership success. Thus, it is recommended that, playing leadership role should not be tied to principal's position, but should be distributed among instructors/ trainers. In order to utilize the trainer's unused potential in college leadership area and achieve benefit of distributed leadership, it is necessary to view trainers as partners in educational leadership process by stretching leadership roles across all instructors/ trainers.
- ❖ The collaborative nature of interdisciplinary teams, as well as the trust and relationships necessary to engage in effective teaming also seem to be factors in the success of these college distributed leadership practices.
- ❖ Principals make more on empower, capacitate, create opportunity for all instructors/trainers so that instructors fully involved in college leadership. In addition to that it is better all college member instructors should collectively develop the vision, mission goals and values of the college.
- ❖ Principals establish strong team work and group decision making should be stimulated and encouraged in college so that all instructors/ trainers can participate in running of the college affairs.
- ❖ Finally, the researcher believes that this study could be taken as good start in the area of reorganizing and restructuring educational institutions in general and college in particular in terms of distributive leadership practices.

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*Appendices 1: Questionnaire*



**HOSSANA POLYTECHNIC COLLEGE**

**Technology Transfer and Industry Extension  
Directorate**

**Dear respondent,**

This survey will be conducted by Hosanna polytechnic college instructors. The chief purpose of this questionnaire is to collect information to conduct the study on the “Determinants of College Principal’s Distributive Leadership Practices and Challenges in TVET: In Case of Hadiya zone, Hosanna Polytechnic College”. Hence, the success of this study relies upon your genuine responses. So, be objective and honest in replying each question found in this questionnaire. Surely, all information you provide will be treated in confidence. Your response will be used for academic purpose only to recommend positive suggestions with regard to existing situation of leadership practices in the study area, be sure that it will not be transferred to third person and will be kept confidentially. Please don’t write your name in any part of the questionnaire.

**Thank you in advance.**

## Part I: Background Information for instructors and Administrative body survey questionnaire

Here under are provided different questions. Please, read each question thoroughly and provide your responses by marking “x” in the box.

1. Age \_\_\_\_\_
2. Sex  
Male   
Female
3. What is your marital status?  
A. Single  B. Married  C. Widowed  D. Divorce
4. What is your academic level?  
A. Basic education  B. Primary education  C. Secondary education   
D. TEVET graduate  E. Diploma  F. Degree and above
5. How many years you have been working in this college?  
A. Less than two years  B. 2 - 4 years  C. 4 - 6 years  D. More than 6 years
6. Do you have worked in other college or universities before this?  
Yes  No
7. If your response for question no 7.is yes, for how long you had worked?  
A. Less than two years  B. 2 - 3 years  C. 3 – 5 years  D. More than 5years

**Part II: Questions to Collect Primary data from HPTC Employee**

*Please note that;*

1 = represent, Strongly Disagree (SDA)	4 = represent, Agree (A)
2 = represent, Disagree (DA)	5 = represent, Strongly Agree (SA)
3 = represent, Undecided (UD)	

Please, indicate how much you disagree or agree with each of the following question based on the information.

**A. The College Principal’s Distributive Leadership Practices In Setting Direction**

No	Questions for Both trainer’s and Administrative Body	SA	A	UD	DA	SDA
1	The college principal builds consensus around common set of values among instructors / trainer’s					
2	The college principal clarifies and makes known the college rule and to all college members.					
3	The college principal discusses instructional related policies and issues with staff regularly.					
4	The college principal participates all staff while developing the strategic plan of the college					
5	The college principal discusses the college academic goal with all staff regularly					
6	The college principal involves instructors while developing vision, mission, goals and values of the college.					
7	The college principal makes instructors/ trainer’s to participate in most significant issues of the college					

### B. The College Principal's Distributive Leadership Practices In Developing People

No	Questions for Both trainer's and Administrative Body	SA	A	UD	DA	SDA
1	The college principal encourages instructors/ trainer's to assume certain responsibilities					
2	The college principal supports instructors/ trainer's on their individualized plan of professional development					
3	The college principal encourages instructors/ trainer's to attend professional development activities which directly enhance their training					
4	The college principal makes instructors/ trainer's experiment and take risks, even when there is risk of failure					
5	The college principal challenges instructors/ trainer's to try out new and innovative ways to do their work					
6	The college principal plans and facilitates the provision of in-service training programs for instructors/ trainer's					
7	The college principal encourages instructors/ trainer's the opportunities to learn from one another.					
8	The college principal provides instructors/ trainer's the opportunities to chair meetings					
9	The college principal initiates instructors/ trainer's to conduct peer observation					
10	The college principal gives instructors/ trainer's a great deal of freedom and choice in deciding how to do their work					



**C. The College Principal’s Distributive Leadership Practices In Redesigning The Organization**

No	Questions for Both trainer’s and Administrative Body	SA	A	UD	DA	SDA
1	They foster and maintain atmosphere of trust and mutual respect within the college setting					
2	They facilitate good and smooth communication among instructors / trainer’s and all college members					
3	They initiate individuals or groups to make decisions on issues important for college’s success					
4	They encourage formal and informal groups to contribute to the achievement of college’s objectives					
5	They encourage staff to feel secure in taking risks to innovate best ideas that contribute to the college's development.					
6	They create conducive environment in which a good working relationship exist					
7	They foster and promote cooperation and cohesion among staff members					
8	They establish supportive atmosphere in which instructor’s / trainers are encouraged to work as a team member					

**D. The College Principal’s Distributive Leadership Practices In Business and People Management**

No	Questions for Both trainer’s and Administrative Body	SA	A	UD	DA	SDA
1	They actively listens to instructors diverse points of view					
2	They treat all staff equally					
3	They encourage instructors / trainer’s to take part in the planning and implementation of staff performance appraisal					
4	They accept instructors / trainer’s feedback					
5	They involve instructors / trainer’s in planning and implementation of the college’s budget					
6	They involve instructors / trainer’s in the college income generating activities					
7	They develop and maintain high morale in instructors / trainer’s					
8	They recognize instructors / trainer’s as colleagues and respect them					

### E. The CPDLP: In Managing Instructional Programs

No	Questions for Both trainer's and Administrative Body	SA	A	UD	DA	SDA
1	The college principal discusses new ideas about teaching and learning with instructors at a staff meeting regularly					
2	The college principal encourages instructors / trainer's in the selection and implementation of appropriate teaching techniques and materials					
3	The college principal involves instructors / trainer's in identifying trainee /students with disciplinary problems and providing proper guidance					
4	The college principal discuss the progress and implementation of teaching and learning activities in staff meeting regularly					
5	The college principal makes instructors / trainer's to play role in setting grades and student assessment techniques.					
6	The college principal provide opportunities to discuss new classroom practices with colleagues					
7	The college principal makes and encourage instructors / trainer's to participate in planning and implementation of co-curricular activities					
8	The college principal makes instructors / trainer's active role in the evaluation of text books and syllabus					
9	The college principal encourage instructors / trainer's to undertake action research					
10	The college principal involve instructors / trainer's in solving trainees / students learning problems					

**F. Major Factors That Hinder Principals To Exercise Distributive Leadership Practices**

No	Questions for Both trainer's and Administrative Body	SA	A	UD	DA	SDA
1	Instability of principals assignment in their positions					
2	Instructors / trainer's lack of interest to participate in college leadership					
3	Instructors / trainer's unwillingness to assume leadership role					
4	Principal's spend much of their time on administrative and political issues rather than exercising leadership role					
5	Lack of trust between instructors / trainer's and principals					
6	Principals feel that exercising leadership is the responsibility of principals not the responsibility of instructors / trainer's					
7	Principal's lack of knowledge on what kinds of tasks to be distributed to instructors / trainer's					
8	Principals lack the ability to influence instructors / trainer's to follow the desired direction					
9	Absence of commitment among principals in participating instructors / trainer's in college leadership					
10	Principals feel that, sharing their leadership role is risky					
11	Principals lack knowledge on how to make instructors / trainer's to play leadership role					
12	Absence of support from instructors / trainer's					

1. What are the opportunities and problems observed in college with regard to distributive leadership practices and challenges in your college?

Specify,

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2. What problems are seen in service provision, what are standards of service provision for each activities and how these standards are kept or achieved? And what measure is undertaken from government to improve service provisions and promote the principles of good governance?

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3. What services, support and incentives are given by the government and administrators to expand and help the growth of TVET College in the study area?

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4. Please, add if any information you like with regard to the college distributive leadership practices and challenges in TVET College?

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