



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
RESEARCH TITLE: THE ROLE OF PRINCIPALS IN EMPOWERING  
TEACHERS IN ABAFRANSUA SECONDARY SCHOOL

SENIOR EASY RESEARCH SUBMITTED TO THE COLLEGE OF EDUCATION AND  
BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT IN IMPARTIAL FULLFILMENT OF REQUIREMENT FOR THE DEGREE  
OF BECHLORS OF ART IN EDUCATIONAL PLANNING AND MANAGEMENT.

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MAY, 2025

WOLKITE, ETHIOPIA

## **Acknowledgements**

I would like to express my deepest gratitude to my advisor and my family for their contributions in the completion of this senior essay in its existing form. I avail this opportunity, therefore, to express my heart-felt gratefulness to some of them. First and foremost, I would like to thank my advisor Mr. Elsabet for his critical comments and constructive suggestions throughout my engagements in this senior essay work. I still wish to express my heart-felt thanks to all my family for their material and moral support in the course of my work. My deep gratitude also goes to my brother tegegn ababu for her unreserved accommodation and moral support while I was in field work.

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## **ABBREVIATION AND ACRONYMS**

EDSP: Educational Sector Development Program

MoE: Ministry of Education

UNESCO: United Nation Education, Scientific, and Cultural Organization

WED:Woreda education office

NEA: National education assessment

## **Abstract**

*This study was conducted at Abafransua secondary school the title was the role of principals in empowering teachers. The major objective of the study was to investigate the role that principals to empower their teachers. This study included only data collected from teachers and principals in Secondary Schools by using questionnaires, interview and document analysis. The researcher used both primary and secondary sources to get adequate information. The primary sources of data for this study was collected from respondents such as teachers and principals and secondary data was collected school document .the researchers used to selecting 40 total population and taken 20 samples the respondent both sample random for the teachers and available sampling for the principals. Respondents for the questionnaires were identified from the Abafransua secondary schools. The researcher collected both qualitative and quantitative data from sample respondents. The tools that were distributed to teachers and principal's members were collected, coded, tallied, analyzed and filled. And researcher analyzed that both school principal were male and then summarized the whole topic and also recommended that school principal should give their teachers responsibility to monitor school progress These findings and recommendations aim to improve the empowerment of teachers at Abafransua Secondary School, ultimately contributing to better educational outcomes.*

# **CHAPTER ONE:**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Teachers' empowerment has a broad context and it can be viewed through various dimensions and perspectives. It can be viewed as a set of managerial practices aimed at increasing an employee's autonomy and responsibilities thereby enabling them to discharge their job or tasks more effectively and efficiently. Empowerment can also be viewed as an individual's approach to proactive work orientation, thereby increasing the employee's performance and efficiency. Employee empowerment activities like self-managed teams, total quality management, and quality control circles are implemented with the objective of increasing employee productivity and innovation (Lawler, 1992). In recent years there has been an increased interest in identifying those factors that relate to the development of empowering teachers in school organization. (Budhwar, 2011). The concept and assessment of empowerment began in 1911 with the research of Taylor. Taylor (1911). To encourage and promote collaboration and consensus, many principals now aspire to empower teachers to accept greater responsibilities and partner with the administration to attain and accomplish goals. Empowerment implies actual changes in employees' professional authority and conduct, evident in their increased autonomy and involvement in broader organizational issues. Empowerment calls on team members to learn about themselves and others so that they can relate, interact, and contribute more effectively" as a united community working to facilitate student academic success (Dee, Henkin, & Duemer, p. 272) In order to embrace more rigorous expectations of teaching and learning, school principals would be wise to investigate ways in which they can empower and promote leadership qualities within teachers to share in the workload of educational tasks. Such practices of empowerment will allow for more balance of principals' time to assist teachers with instructional practice. In Ethiopia empowerment is to have teachers gaining control over their work and maintaining their own autonomy. Teachers will actively collect information, resource and they help then need to perform their jobs. The analysis of teachers empowerment provides clear explanation of teachers empowerment. In Ethiopia teachers' empowerment is very important because the educational development of Ethiopia is still grown up so we need to empower our teachers in order to cover our educational problem and to increase institutional success. according to the study area in abafansua secondary school empowering teachers in school organization is mandatory particularly in their school. for empowering teachers helps that school more effective because effectiveness of the school depend on success of that school staff. In

abafansua secondary school empowerment in to make people have the power so that can be valued in order to influence that would effect them .

In summary there Is a need to further explore the empowerment of teachers to engage their student while teaching within the school environment and to look for solution and the problem towards empowering of teachers exist.

## **1.2. STATEMENT OF PROBLEM**

Despite great emphasis laid on research in the field of teacher empowerment throughout the world. There is inadequacy of literature on this subject especially in the developing countries and how organizational performance may be influenced through empowerment practices. The existing literature has only focused on explaining the importance of teachers' empowerment in facilitating school organizational performance particularly in the developed world. As the job of the principal increases in difficulty due to new and more rigorous expectations for accountability and student achievement, empowering teachers grows in importance.

Principals must learn how teachers feel about being empowered, how to best empower teacher-principals in their experience, and how to study the perceived levels of empowerment in their respective school buildings. Empirical work on teachers empowerment of school organization supports the assertion that school organizations make use of empowerment practice are likely to experience higher levels of performance than their counterparts .

The secondary school in gubre woreda in their struggle to remain at the top in performance and huge amounts of financial resources as strategic plans to achieve competitive edge in the school. If they stem from issues to do with empowerment of teachers, then to what extent is empowerment of teachers related to performance of these secondary schools in abafansual secondary school .Previous studies have been done on teacher empowerment versus school performance (Jacob and Lefgren, 2006; Mwangomba, 2010).

## **1.3 REASERCH QUESTION**

- ✓ What are the possible strategies that can be used to promote teacher empowering in secondary school of Abafansua ?
- ✓ Why teacher empowerment is importance in secondary school of gubre city?
- ✓ What are the roles of principals in empowering teachers in secondary school of Abafansua?

## **1.4 RESEARCH OBJECTIVE**

### **1.4.1 General objective**

To determine the role of principals in empowering of teachers in abafransua Secondary School

### **1.4.2 Specific objective**

- To identify the possible strategies to promote teacher empowerment in Abafransua Secondary School.
- To determine the importance of teacher empowerment in Secondary School of Abafransua
- To examine the role of principals in empowering teachers in Secondary School of Abafransua secondary school

## **1.5 Significance of the study**

This study was provide meaningful information to both teachers and school principals as they develop plans to best implement change within their buildings and districts as a result of news legislation and local requirements. Ever increasing levels of accountability place greater demands on school principals, who must then rely more heavily on teacher. These empowered teachers were need to encourage others within the building to improve instructional practice and rigor as a means to generating higher student test scores. This study was examined the concept of teacher empowerment during a time in which new educational initiatives continue to rapidly accumulate. Learning how to increase teacher empowerment within the culture of initiative overload will help to develop greater sustainability of student learning over time.

## **1.6 Delimitations of the Study**

The study was delaminated to Abafransua secondary school teachers and Principals; the topic of the study is the role of principals in empowering teachers in abafransua secondary school. The research design is descriptive, questionnaires, interview was employed as instruments of data collection.

## **1.7 Limitation of the Study**

The constraints that the researcher came across were shortage of time to collect information concerning the research problem from teachers and principals. The study of this paper starting from onset of this work faced the following challenging problems. Shortage of finance and related materials (material resources) to undertake the study effectively Shortage of time: the given time might not be adequate.

Thus, it should be realized that it was with these limitations that the researcher conducted the study and the researcher did maximum effort to rectify the challenges.

appendix.

## **1.8 DEFINITION OF KEY TERM**

**ROLE:** is prescribed or expected behavior, right and obligation associated with particular position or status in group or organization. **PRINCIPALS** is the process of facilitating.

**EMPOWERMENT:** is actual change in employee professional authority and conduct evident in their increasing autonomy and involvement in broader organizational issues beyond their daily routine task. This chapter presents the literature on teacher Empowerment that was reviewed to provide a basis for the study and the strategies for employee empowerment. It also discusses the literature on the relationship between the key variables of the study.

## **1.9 Organizational study**

This study has five chapter .the first chapter deals with background of the study, statement of the problem, research question, objective of the study, significance of the study, delimitation of the study, organization of the study. The second chapter review of literature deals with concept of teacher empowerment, types of empowerment, importance of empowerment, challenge of Empowerment. third chapter deals with research design and methodology ,including the study area ,source of data, sample size and sampling techniques, data gathering tools, data analysis and chapter four will include data presentation of analysis and interpretation of finding .chapter five would incorporate the summary, conclusion, and recommendation of the study and finally appendix.

# CHAPTER TWO

## REVEIW OF LITERUTURE

### 2.1 INTRODUCTION

This chapter presents the literature on teacher Empowerment that was reviewed to provide a basis for the study and the strategies for employee empowerment. It also discusses the literature on the relationship between the key variables of the study.

### 2.2 The Concept of Empowering Teachers

The concept of empowering teachers can be viewed as the urge of understanding, identifying, and describing processes through which people create alternative ways to overcome domination through both personal and organizational change (Conger & Kanungo, 1988). The idea behind the concept of teacher empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work. Through empowerment, people are encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom (Greasley et al., 2004). Empowerment includes organizational processes and structures that enhance member participation and improve goal achievement for the school organizational goal. In other words, empowerment can be seen as a process of boosting up the school organizational outcomes and effectiveness (Perkins & Zimmerman, 1995). At present, the concept of teacher's empowerment has developed into many forms, evolving from the employee involvement and participative decision making concepts into the contemporary empowerment perspective. Empowerment is achieved when teachers are provided with freedom at work, good communication, self-control and esteem in their work, adequate training, rewards and effective management that involves them in decision-making (Copp and Pfeiffer 2003).

Many researchers in this area of study have found a positive relation between empowerment practices in organization and organizational performance (Argyris, 1998; Eylon and Au, 1999 and Robert et al. 2000). When empowerment exists in an organization, the individuals within that organization tend to feel their own ownership on their work and they will transform their personal feelings towards their responsibilities and satisfaction to their jobs. These situations both from the side of the individuals and their organizations contribute to a win-win situation for both parties involved (Greasley et al., 2004). Thus teachers are given an added sense of

ownership and connectedness to their work hence increasing school organizational performance. Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in a global world. The principal is the building leader who structures the climate to empower both teachers and students at the site. Empowerment translates in to teacher principals and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the principal should be implementing and supporting empowerment and teacher principal. The empowerment research agrees the conditions under which teachers work are often set up in such a way as to deny teachers a sense of efficacy, success, and self-worth. There is often too much isolation and surviving on ones own. Paramount is the role a principal plays in faculty empowerment and teachers It is essential that a principal create an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward empowerment, and applauds all empowerment successes. The successful schools will be the ones where principals are best able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through empowerment and teacher principals. Teachers can be uplifted through empowerment; this encouragement will allow them to flex those muscles that perhaps have been allowed to atrophy. Unfortunately, many teachers go through a period of teaching under the supervision of principals who are described as authoritarian. The teacher becomes bored, resentful, and unhappy. Many wake up in the morning saying "I really don't want to go." Many contemplate leaving the teaching profession altogether. On the other hand, many teachers find themselves working "with" principals instead of "for" principals. Their opinion has merit. Freedom allows them to take risks in the curriculum and other areas of their job. Their teaching techniques reflect their personality as they are allowed to be empowered and creative. These teachers attribute their success in the classroom to the fact that the principal has empowered them. We must expand the knowledge base of empowerment to enhance teachers to be effectively. Knowing what empowerment has done for some teachers (Erlandson & Bifano, 1987), it is essential that teachers nationwide began to experience the same opportunities other teachers have experienced first-hand the growth and development empowerment provides. Empowering teachers as leaders was seen as a way to put teachers at the center of the reform movement, to keep good teachers in education, to entice new teachers into the profession, and to reverse a general trend toward treating them as employees who do specific

tasks planned in detail by other people. By introducing these new paradigms, the teaching profession will become a truly rewarding experience. In surveys taken across America concerning the non-managerial work force, a considerable gap exists between number of hours people are paid for working versus the number of actual hours spent productively. Approximately 75% surveyed admitted that they could be significantly more effective.

According to *Breaking Ranks: Changing an American Institution* (1996), the principal is referred to as the one who must draw on the strengths of teachers if such changes are to prevail. The principal is described as the teachers who will foster an atmosphere that encourages teachers to take risks to meet the needs of students. In addition, teachers will be called upon to provide the principals essential to the success of reform. Teachers must be convinced that teaching is a profession. Many say it is a profession but few believe it. Everything must be done to project that image. Dress, mannerisms, behavior, and participation in professional activities can enhance their principals qualities and capabilities. Teachers should put their diplomas, certificates, and awards on their walls to demonstrate their competence and leadership abilities. Teachers should be proud of their academic and personal accomplishments. Like other professions as well, teachers should have personalized business cards (Whaley, 1994). Teachers need to collaborate and share their expertise. Principals should foster teachers sharing and learning from each other. Professional growth and development must be encouraged and accommodated. Achievements such as higher degrees, additional certifications, special seminars and workshops, presenting, doing research, writing a journal, receiving grants, partnerships, and/or honors should be encouraged and recognized. As a principal, trust should not be something that has to be earned. It should automatically be granted upon arrival at school. However, it can be lost and then it must be earned back. Communication of this is crucial. Where trust prevails, teachers feel free to be creative and risk takers. Both successes and failures need to be supported. Failures are often the best teachers. Such initiatives should not go unnoticed. Notes in mailboxes as well as verbal praise both privately and publicly should take place often to encourage teachers. Principals need to be truly interested in what takes place within the classrooms in their schools. In addition, the principal must be willing to attend workshops and conferences with the teachers. The principals' conferences should not be limited to administration nor should teachers be limited to only teacher organizations. The principal must use the staff to help make decisions. Every decision cannot be submitted for input and vote; however, financial, curricular, and staffing decisions can

be made. Teachers collectively can, along with their expertise, be used as often as possible. Keaster (1995) believed in the power of ownership and its ability to produce quality decisions and commitment. Outstanding principals go beyond merely involving teachers in decision-making. Principals implement three strategies: (a) provide a supportive environment that encourages teachers to examine and reflect upon their teaching and on school practice; (b) use specific behaviors to facilitate reflective practice; and (c) make it possible for teachers to implement ideas and programs that result from reflective practice. Within the area of providing a supportive environment, teachers are allowed to teach in the manner they feel is most appropriate; however, they do have to justify their methodologies. Other perspectives through creative use of staff development provide opportunities to share. Professional articles are shared by the administrator. Another aspect of a supportive environment creates teaming structures for collective responsibility. Facilitating reflective practices enables teachers to study their teaching in a proactive manner. As stated earlier, questions asked by the principal place the responsibility for developing solutions and resolving conflicts upon those involved. Additionally, the principal critiques by wandering around and encouraging the teachers to do likewise. The purpose of wandering around is to give teacher leaders the opportunity to clarify their personal visions, that strengthen the organizational vision, and also provide them opportunities to remove themselves from the traditional classroom setting and hone their observation skills of just how a total school building operates. Teachers must be afforded the opportunity to break out from the four walls of their classrooms to collaborate, facilitate, and feel they have the freedom and flexibility to pursue professional growth. In order for teachers to have the opportunity to implement ideas and programs, resources in the form of money, materials, time, and opportunity must be available. When the request cannot be met by the principal, other options should be discussed instead of a flat "no." Other possibilities include grants, local businesses, and state incentives (Reitzug & Burrello, 1995). Principals must view teachers in the leadership capacity role as being capable of making pertinent contacts outside of the school other than with only parents. Both administrator and teachers alike are faced with more decision-making responsibilities than ever before. Without empowerment and teacher principal, neither side wins. As pointed out by Covey (1989), the win/win situation is the ultimate goal. As research has shown time and time again, schools where principals lead with the opinion that they must be in total control, the education system suffers considerably. Covey (1989) appeared to suggest that there is a quick fix if his seven

habits are practiced consistently and continuously; however, some personality characteristics do not lend themselves to change. Many of these types appear to more commonly invade the educational systems as administrators. People can lead, but not everyone in power is capable of trust, a key element to empowerment. It is rare that one finds a school filled with trust and respect, and when one does, it is a cause for celebration. As we struggle with the concept and implementation of this paradigm called empowerment and restructuring, it has become increasingly evident that for one to be proud of the work one is doing and proud of the accomplishments of the school, one must have the power of shared governance. Trust is the foundation of shared governance, which provides the ' empowerment has a broad context and it can be viewed through various dimensions and perspectives. It can be viewed as a set of managerial practices aimed at increasing an employee's autonomy and responsibilities thereby enabling them to discharge their job or tasks more effectively and efficiently. Empowerment can also be viewed as an individual's approach to proactive work orientation, thereby increasing the employee's performance and efficiency. Employee empowerment activities like self-managed teams, total quality management, and quality control circles are implemented with the objective of increasing employee productivity and innovation (Lawler, 1992). A number of theories underpinning the study on empowerment of staff have been put forward by many researchers (Locke, Latham, 2004, Bandura 2002) Harrison et al., 1997 and Milner, 2002). However, for the purpose of this study, two theories are discussed in detail. These include the motivation theory and social cognitive theory. The concept of motivation refers to internal factors that impel action and to external factors that can act as inducements to action (Locke, &Latham, 2004).Motivation is what provides direction, intensity, and persistence to behavior. The second category relies on teachers finding intrinsic satisfaction in work. Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures or rewards (Ryan,Deci, 2000)Motivational psychologist Frederick Herzberg believed jobs that provide opportunities for experiencing achievement and responsibility, interesting and challenging work, and opportunity for advancement have the greatest capacity to motivate from within (Herzberg, 1966). The importance of intrinsically satisfying work makes sense because it leads to higher levels of commitment and performance (Sergiovanni, 1992). The third category of motivation theory relies on moral judgment what is

considered good and just gets done (Sergiovanni&Starratt, 2002). Social cognitive theory distinguishes among three intentional influences on peoples 'lives that Bandura (2002) refers to as modes of agency. The modes of agency are personal agency which is exercised individually; proxy agency in which people acquire desired outcomes by influencing others to act on their behalf; and collective agency in which people act in concert to shape their future (Bandura, 2002).

## **2.3 TYPES OF EMPOWERMENT**

According by lisa mcquerrey Empowerment is the term to describe the autonomy and responsibility employee extent to employee in workplace environment. Empowerment can be classified in to the following.

### **2.3.1 Decision Making Empowerment**

Most small institute have a chain of common employees are expected to follow when it comes to different level of decision making. for example employees may empowered to make decision about simple workplace issue such as what type of office supplies to order ,but be required to consult a manager for large decision . Empowering teachers to make decision give staffs a vested interest in the educational success.

Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in the school. Unfortunately, many teachers go through a period of teaching under the supervision of principals who are described as authoritarian. The teacher becomes bored, resentful, and unhappy. Many wake up in the morning saying "I really don't want to go." Many contemplate leaving the teaching profession altogether. On the other hand, many teachers find themselves working "with" principals instead of "for" principals. Their opinion has merit. Freedom allows them to take risks in the curriculum and other areas of their job. Their teaching techniques reflect their personality as they are allowed to be empowered and creative. These teachers attribute their success in the classroom to the fact that the principal has empowered them. Empowering teachers as was seen as a way to put teachers at the center of the reform movement, to keep good teachers in education, to entice new teachers into the profession, and to reverse a general trend toward treating them as employees who do specific tasks planned in detail by other people. By introducing these new paradigms, the teaching profession will become a truly rewarding experience. *American Institution* (1996), the principal is referred to as the one who must draw on the strengths of teachers if such changes are to prevail. The principal

is described as the teacher will foster an atmosphere that encourages teachers to take risks to meet the needs of students. In addition, teachers will be called upon to provide the principals essential to the success of reform (Peel & Walker, 1994). Employee empowerment is described and conceptualized by different authors in different ways. Empowerment is derived from alienation, industrial democracy, participative management and job enrichment. It concerns a form of employee empowerment initiative and refers to the degree with which employees are encouraged to make certain decisions without consulting their supervisors so that some and in some cases most of the organization dynamics are initiated at the bottom. It focuses on the employee perception of their individual power to cope with events, situations and people they encounter at work. Empowerment implies that people at a lower level at work who sometimes know best take part in decision making and taking. The principals' role should be to act as coaches or mentors and important decisions can be made at all levels of the organization. In brief, empowerment practices should stimulate individual frontline service employees to deliver high quality service as a discretionary effort (Blase, 1990).

### **2.3.2 Financial Empowerment**

Financial empowerment is new approach to poverty reduction that focus on improving the financial security of low income people. Even in small operation different position or school department are likely to be allocated their own budgets. giving teachers financial empowerment allows them to decide the best uses of the school budget for supporting their position and achieving school goals .When the teacher have this type of empowerment they are more likely to review spending the most appropriate use of fund and use their budget wisely staff may be less likely to miss deadline that incur extra cost or to over spend simply because they will have more personal connection and sense of stewardship with the fund they are using.

### **2.3.3 Time Management Empowerment**

Some employers feel the need to see employees seated at their desks to feel their getting a full days worth of work from them. Small institution owners who empower employees with managing their own time focus more on outcomes than on the hours worked. this approach gives employee the autonomy to use their time as they see fit working non-traditional hour or dividing time between a home office and work location .Employees are still expected to complete their work product on the schedule and to be available during times when a physical presence is required

### **2.3.4 Shared Information Empowerment**

Teachers who are empowered with an honest and forthright look at what going on behind the scenes at work are less likely feed the corporate rumor mill. When employees are left in the dark about key institution decision or lack an understanding of why a particular institution approach is being implemented they may feel shut out . when open and honest communication is promoted employees will feel like valued and importance members of the small institution team. They will be more likely to feel empowered to help with problem solving and new program implementation.

## **2.4. IMPORTANCE OF EMPOWERMENT**

The school organization to day understand that in a knowledge driven economic ,speed in taking decision, efficient method of functioning and innovate ideal help them gain an adage over competition. the importance of empowerment include the following;-

### **2.4.1 Encourage Creativity and innovation**

By empowering their employees the school organization value their contribution encourages the employees work towards meeting organizational objective. They develop their creativity and innovation ideas that might improve the system and processes. Employee initiation and creativity helps school organization to innovate and improve their processes.

### **2.4.2. Increase Productivity**

It is true that empowered teachers are most productive they are free to make decision act quickly without wasting time and work a part of self-managed teams. Naturally a team of empowered employees working collectively are more successful in improving the productivity of the organization

### **2.4.3. Help Teachers Retentions**

Being a part of organization where employees are given autonomy in the way they work and function is fulfilling. It also helps them in developing their skill and knowledge as they need to shoulder increased responsibility. Employees see value in being part of such an organization and remain loyal toward it.

## **2.5. CHALLENGES OF EMPOWERMENT**

Empowerment is the process of allowing employees to make own decision and getting employees involve in helping to make decision that effect the entire organization .some challenges of empowerment include the following;-

### **2.5.1. Message Disconnect**

According to the down media group, while empowering a workforce encourages employees to think their own it can create chaos by developing different messages from various teachers. What may work for one teacher may not be effective for other teachers. This can become challenging in the area of customer service.

### **2.5.2 Insufficient Training**

When the managers of school are takeout day-to-day decision making process for empowered teachers it becomes necessary to increase the amount of training for their teachers to help to strength each individual skill set. Lack of training in empowered environment can create situation in which employees are working on intuition rather than following school organization policy.

## **CHAPTER THREE:**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

In this chapter the researcher discussed the research design, the study area, source of data, and sampling and sampling techniques data analysis that were used in the study.

#### **3.2 The study Area**

The study was undertaken in Cheha district, which is one of the 13 districts in Gurage zone, Central Ethiopia Regional State (CERS), This district is bordered by Abeshige wereda in the northwest, Oromiya region in the southwest, Ezhadistrict in the north, EnerMuhr district in the south, and Gumerdistrict in the east. It is found 30, 237 and 185 kms far away from Wolkitie, Hawasa and Adis Ababa respectively. This district divided into 41 kebele administrations (39 and 2 kebeles in rural and towns, respectively). The capital of this district is Endeber. The natural topography of this district includes mountainous high lands (40%), flat lands (60%) and forest covered lands (13.56%). It is mainly characterized by Weyna Dega climate (i.e 71% , 7%, 20% and 2% of the area of wereda characterized moist Weyna Dega, Dega, dry Weyna Dega, and Kola respectively). The area of this district is estimated to be 440.72 km<sup>2</sup>. According to Gurage Zone Finance and Economic Development Department (2017), based on 2007, population projection, the total population size of the district is estimated to be 150,805 (9% of total population of Gurage zone). Population distribution of the district is 73,974 (49.1%) male and 76,831 (50.9%) female. 90.9% of the population lives in rural areas and practicing of agricultural way life.

#### **3.3 Research Design**

The researcher was used descriptive survey method, because it's suitable for this study to describe the existing situation at the study area and it involves collection of data at one point in time in the secondary school in the abafansua and case study approach was taken.). Descriptive survey is unit of human activity embodied in the real world which exist in here and now that merges with in its context so that precise boundaries are difficult to draw (Gilham, 2000). It is based on the assumption that the readers not only would comprehend the researcher's interpretation but also they can arrive at their own interpretation (Yamasaki, 2002). According to Kothari (2004), descriptive research studies are concerned with describing the characteristics of a particular individual or group of people.

#### **3.4 Source of Data**

Both the primary and secondary data were used for this study to get adequate information.

### 3.4.1. Primary source of data

The primary data was obtained from the school principals and teachers by using questionnaires and interviews data collection instruments.

### 3.4.2. Secondary source of data

The secondary data was obtained from the available school documents

### 3.5 Sample size and Sampling techniques

The population of the study consisted all teachers and school principals in abafrafransua secondary school which their number is 40 teachers and 2 principals (head and vice ) Using the available sampling method two principals was taken (head and vice) and 20 teachers was selected using simple random sampling method why I take 20 teachers in sample size is it shortage of materials and time.

**Table 1: summary of population and sample in this selected school**

S/N	Teachers			Principals head/vice		
	Population	Sample	In %	Population	Sample	In %
1	40	20	50%	2	1	100%
					1	
<b>Total</b>		40	100%	<b>Total</b>	2	100%
	Simple random sampling			Available sampling		

### 3.6 Data gathering tools

The study used both primary and secondary data. Primary data collection was done using questionnaires and unstructured interview as instrument of data collection and the secondary data was obtained from school document analysis.

#### 3.6.1. Questionnaires

Questionnaire is used commonly to gather data for descriptive survey (James et al., 1997). A set of questionnaires were prepared and distributed both school teachers and principals and similar questionnaire were prepared for both of them. Questionnaire was prepared by English language and translated in Amharic in order avoid misunderstanding and ambiguities that hinder reliable responses. The researcher used three tables of close ended questionnaires with 5 point like scale was interpreted as 5= strongly agree, 4=Agree, 3=undecided, 2= disagree and 1= strongly disagree. Because it is more suitable for large scale surveys as they are quick for respondents to

answer and are easy to analyze using statistical techniques, enabling comparisons to be made across groups. It also helps the respondents to choose one option from the given scales that best aligns with their views (Smokeh and Lewin, 2005). And for more comment open ended questionnaires were used and the questionnaires were distributed to the 20 teachers and 2 principals (vice and head).

### **3.6.2. Interview**

Semi structured interview was helpful for the case at hand to deeply and thoroughly investigate what entrapped the role of principals in empowering teachers. The reason behind the structured interview items are the advantages of flexibility in which new questions can be forwarded during the interview based on the responses to the interview. Interviewing is a means of producing qualitative data including a range of interview methods sometimes categorized as structured. The interview was done with the school teachers.

### **3.6.3 Document analysis**

The school documents mentioned above as secondary sources were analyzed for the study.

### **3.7 Method of data analysis**

The researcher collected both qualitative and quantitative data from sample respondents. The tools that were distributed to teachers and principals was collected, coded, tallied, analyzed and filled. To analyze the classified data and arrive at conclusion, appropriate statistical tools were used to analyze the back ground information of the respondent. Whereas the frequency and the percentage are derived from the data as it was serve as the basis for interpretations of the data as well as to summarize the data in simple and understandable way (Arron et al., 2008). The interpretation was made for all five point scales measurements.

Finally, the qualitative data collected through structured interview, open ended questionnaire, and document analysis were presented and analyzed qualitatively by supplementing the data gathered through analyzing descriptive and narrated.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4. INTRODUCTION

This chapter presents the findings from the study on the role of principals in empowering teachers at Abafransua Secondary School in Ethiopia. It includes a comprehensive analysis of the data collected from both quantitative and qualitative methods. The analysis aims to illustrate the demographic profiles of the respondents, the practices regarding teacher empowerment, the benefits and challenges associated with these practices, and the roles of principals in fostering an empowering environment for teachers.

The chapter is structured to first present the demographic profile of the respondents, followed by a detailed analysis of responses from both principals and teachers regarding various aspects of empowerment. Tables and figures will be utilized to illustrate key findings clearly and effectively.

##### 4.1. Demographic Profile of Respondents

The demographic profile of the respondents includes variables such as sex, age, educational level, and work experience. Understanding these attributes is crucial as they provide context for the perspectives shared by the respondents in relation to the study's focus on teacher empowerment.

**Table 2: Demographic profile of respondents**

s/no	Variable	Level	Respondent		
			Principal	Teachers	Total
	Sex	M	2	15	17
		F	0	5	5
		Total	2	20	22
	Age	Below 21			
		22-35	1	12	13
		Above 36	1	8	9
		Total	2	20	22
	Educational level	Diploma			

		Degree	2	16	18
		MA		4	4
		Total	2	20	22
	Work experience	1-3		6	6
		4-8	2	8	10
		9 and above		6	6
		Total	2	20	22

The personal characteristics of the respondents involve sex, age, academic status and other personal details. These would enable the researcher to crosscheck personal matters against the core concept of the study. Besides, it is of the advantage that it helped as a spice to the main idea of the study by supplying readers with what kind of respondents had been dealt with. Therefore, the personal attributes of the respondents are shown hereunder. According to the respondents respond both of school principals were male which is 100%, The age of one principals is 22-35 and the other is above 36 and two of them were B.A holders and their experiences were 4-8 years. Concerning to the teachers response 15 teachers are male (75%) while five teachers are female (25%) and 12 teachers are in between 22-35 years old (60%) and 8 teachers are above 36(40%) And sixteen teachers are degree holders (80%) and four others are MA holders (20%) and eight teachers have experience 4-8 years (40%) while six teachers have experience of 1-3 years (30%) and the rest six teachers are nine years above (30%)

(SD=Strongly Disagree, DA= Disagree, UD=Undecided, A=Agree, SA=Strongly Agree)

According to the above item1 on the school principal (head) responded Concerning to the item1responded strongly agree that he give teachers responsibility to monitor school progress.

Regarding on the item2 to the principal response (vice) responded agree that he have earned respect to his principals, community and student. As it can be seen on the item3 the principal response (head) responded that strongly agree that he constantly control daily school schedule in order to fill the school gap. Concerning items 4 on the principal response (head) responded responded agree that he give teachers opportunity to promote their professional in order to increase their skill and knowledge. According to item 5 on the on the principal (head) responded agree that he give opportunity to collaborate teachers with his school in to work together.

**Table 4.3 Teachers response on the student learning process**

				SA	A	U	D	SD
<b>s/no</b>	<b>Items</b>	<b>Respondent</b>	<b>NO &amp; %</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	<b>Do you believe that you have positive impact on student learning</b>	<b>Teachers</b>	<b>NO</b>	<b>11</b>	<b>9</b>	<b>-</b>	<b>-</b>	<b>-</b>
			<b>%</b>	<b>55</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>2</b>	<b>Have you involve in school budget decision making</b>	<b>Teachers</b>	<b>NO</b>	<b>13</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>-</b>
			<b>%</b>	<b>65</b>	<b>25</b>	<b>5</b>	<b>5</b>	<b>-</b>
<b>3</b>	<b>Have you support in student academic achievement in you school</b>	<b>Teachers</b>	<b>NO</b>	<b>10</b>	<b>8</b>	<b>2</b>	<b>-</b>	<b>-</b>
			<b>%</b>	<b>50</b>	<b>40</b>	<b>10</b>	<b>-</b>	<b>-</b>
<b>4</b>	<b>Do make decision about your subject curriculum</b>	<b>Teachers</b>	<b>NO</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>-</b>
			<b>%</b>	<b>35</b>	<b>35</b>	<b>20</b>	<b>10</b>	<b>-</b>
<b>5</b>	<b>Do you involve decision making about your school</b>	<b>Teachers</b>	<b>NO</b>	<b>16</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>
			<b>%</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>6</b>	<b>Do you have sufficient knowledge based on subject area which you teach</b>	<b>Teachers</b>	<b>NO</b>	<b>12</b>	<b>6</b>	<b>-</b>	<b>2</b>	<b>-</b>
			<b>%</b>	<b>60</b>	<b>30</b>		<b>10</b>	<b>-</b>
<b>7</b>	<b>Do you believe that you are empowering student</b>	<b>Teachers</b>	<b>NO</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>-</b>	<b>-</b>
			<b>%</b>	<b>50</b>	<b>35</b>	<b>15</b>		

(Source: Questionnaire, 2017)

(SD=Strongly Disagree, DA= Disagree, UD=Undecided, A=Agree, SA=Strongly Agree)

According to the above table on 4.3 items one the teachers response 11(55%) answered on strongly agree that they have positive impact on student learning so that I support their idea according my observation and while 9(45%) of the teachers response agree because of this there is improperly rewarding on the above items one. Regarding items 2 on the table which says Have you involve in school budget decision making majority of teachers 13(65%) responded strongly agree and 5(25%) of the teachers responded agree and one of the teacher 1(5%) responded undecided while one of them 1(5%) responded disagree. According on the items3 that says Have you support in student academic achievement in you school majority of the teachers 10(50%) responded strongly agree and 8(40%) of the teachers responded on that items agree while 2(10%) of the teachers responded undecided. Concerning item4 that says Do make decision about your subject curriculum 7(35%) of the teachers responded strongly agree and same of that items 7(35%) of the teachers answered agree and 4(20%) response undecided while 2(10%) response disagree and on Concerning item5 on the table say Do you involve decision making about your school majority of the teachers 16(80%) responded strongly agree while 4(20%) of the teachers answered agree. As it can be seen on items 6 on the table that say do you have sufficient knowledge based on subject area which you teach majority 12(60%) of the teachers responded strongly agree and 6(30%) of the teachers on that items answered agree while 2(10%) of the teachers responded disagree. According to the item7 that says Do you believe that you are empowering student 10(50%) of the teachers responded that strongly agree and 7(35%) of the teachers response agree and 3(15%) of the teachers answered undecided.

**Table 4:Whether they make decision about their subject.**

No.	Items re	Response		Frequency	Percent
		Yes	No		
	Do you believe that you are empowering student	Yes		16	80%
	Do you have sufficient knowledge based on subject area which you teach	No		4	20%
<b>Total</b>				20	100%

As one can see from table 4.4 item 1 majority of the teachers responded Yes 16(80%) that they make their own decision towards the subjects. Concerning the item 2 rest teachers responded NO 4(20%) said teachers have sufficient knowledge based on their subject which they teach the student.

**Table 5: Possible strategies to promote teacher empowerment**

s/no	items	Frequent	Percentage
	Encourage risk-taking of Teachers	6	30%
	Use resistance when necessary	3	15%
	Develop collegiality and collaboration among teachers	6	30%
	Pursue shared leadership	2	10%
	Develop programs to prepare leaders	2	10%
	Establish transformative vision and restructure teaching profession	1	5%
	Total	20	100%

Concerning on the 4.5 table on the items1 of the teachers response 6(30%) responded that to empowering teachers need to encourage risk taking in order to assure teachers failure is acceptable so that teachers will be willing to express their own opinions. Failure to create such a safe environment will make teachers reluctant to make changes or testing new ideas. Eventually, teachers become the obstacles in educational reform. According items2 on the response 3(15%) replied that teachers empowerment in using resistant when is an important approach for teacher empowerment. An important concept of empowerment is to have those who were quite willing to express their own opinions, rather than acting passively. Through institutional resistance, we could test the limit of bureaucracy. Some people show great concerns for teacher's resistance. As a matter of fact, teacher resistance is sometimes inevitable. We should judge teachers' resistance based on its goals and motivation and assess if it will contribute to educational betterment and teachers' professional development.

As it can be seen on the items3 on the table 6(30%) of the respondent replied that an important strategy to empower teachers is to develop collegiality and collaboration among schoolteachers. That means teachers need to share their experiences with each other and solve educational problems together. Peer-coaching should be encouraged an empowered school is also a

collaborative school in which collaborative curriculum planning and evaluation is common. Increasing the interaction and linkage among schoolteachers is critical for empowering teachers.

Regarding to the items<sup>4</sup> on the above table 2(10%) of the respondent responded that Teachers' empowerment increase their control over their work and immediate environment. Providing chances for teachers to participate in school decision-making and making information shared by schoolteachers (rather than few administrators) are important strategies for increasing shared leadership. There is little doubt that tension might exist among school participants while pursuing shared leadership at school. Concerning on the items<sup>5</sup> on the above table 2(10%) of the respondent responded that Teachers' empowerment need leaders (of all kinds, such as curriculum, instruction, teachers' professional development, teachers' benefit, etc.) to plan for the organizations. Establishing programs to prepare future education leaders are important for developing empowered teacher community and the continuous operation of Teachers. As it can be seen items<sup>6</sup> on the table 1(5%) responded that teachers empowerment need to see their profession differently. Teachers' job is more than teaching based on some models. Teaching needs to take into account students' individual difference and invoke quantitative and qualitative changes among their students. Teachers also need to aware of the political dimension of their work. Teaching is a complicate work. What we pursue is not a standardized practice, but the appropriate practice. Teachers need to have full control over their work, pursue professional development, and change their views.

**Table 6: Important of empowerment of teachers**

s/no	Item	Frequency	Percent
1.	Increase creativity and innovation	12	60%
2.	Help teachers retention	6	30%
3.	Increase productivity	2	10%
	Total	20	100%
s/no	Items	Frequency	Percentage
1.	Improve productivity	10	50%
2.	Better customer service	2	10%
3.	Embracing change	8	40%
	Total	20	100%

Regarding to 4.6 the r majority of the teachers response 12(60%) responded that Empowering develop their creativity and innovation ideas that might improve the system and processes. Employee initiation and creativity helps school organization to innovate and improve their processes because empowered teachers are creative on their performance. Regarding on the item2on above table 6(30%) of the respondent replied that empowerment helps teachers retention teachers are most productive they are free to make decision act quickly without wasting time and work a part of self-managed teams. As it can be seen item3 of the table 2(20%) teachers responded that teacher Naturally a team of empowered employees working collectively are more successful in improving the productivity of the organization them in developing their skill and knowledge as they need to shoulder increased responsibility. Employees see value in being part of such an organization and remain loyal toward it. Concerning to the benefit of teachers empowerment 10(50%) responded that empowerment has improve their productivity and feel confident while their doing their performance. Regarding on the on the above item2 2(10%) of the respondent responded that empowerment has benefit for the service because empowered teachers have provide exceptional service to the customer (students ) and community. As shows on the item3 8(40%) of the teachers replied empowerment has many benefit for embracing change towards their future performance and other organizational customers satisfaction.

### **Response of the teachers**

**Table 7: Role of principals to empower teachers**

s/no	Item	Frequency	Percent
1	Involving teachers in decision making	8	40%
2	Sharing information with the teachers	10	50%
3	Giving power to the teacher to decide their subject	2	10
	Total	20	100%

Regarding to the table on the 4.7 Based on item 1 the teachers respondent 8(40%) of the respondent responded that involving teachers in decision making is the role to empower for the teachers because school larders are role models of the school. Concerning on the item 2 on the table 10(50%) of that teachers responded that sharing information with the teachers because effective communication are needed in the school organization so that concerning to the

abafransual secondary school there is good relationship among teachers. As shows from item 3 on the table 2(10%) of the respondent responded giving power to the teachers to decide their subject is another important role to empower for the teachers. As is can be seen on the item3 6 (30%) of the respondent responded that financial management to be the area where empowerment is needed. Finance is the most important asset of the organization without finance organization become meaningless so the school organization are expected to manage his finance properly. The qualitative data collected through interviews and document analysis provided deeper insights into the role of principals in empowering teachers.

### **Interview Findings**

The interviews conducted with the principals revealed several key themes:

**Leadership Style:** Both principals emphasized the importance of a collaborative leadership style. They believe in involving teachers in decision-making processes to enhance their sense of ownership and accountability.

**Professional Development:** The principals acknowledged the need for ongoing professional development for teachers. They mentioned organizing workshops and training sessions to equip teachers with necessary skills.

**Supportive Environment:** The principals expressed their commitment to creating a supportive environment where teachers feel safe to share ideas and take risks. This approach is seen as essential for fostering innovation in teaching practices.

**Communication:** Effective communication was highlighted as a crucial element in building trust and collaboration among staff members. The principals reported regular meetings and open-door policies to facilitate dialogue.

### **Document Analysis Findings**

The analysis of school documents, including policy papers and meeting minutes, supported the findings from the interviews. Key observations included:

**Empowerment Policies:** The school's strategic plan included specific policies aimed at promoting teacher empowerment through shared leadership and collaborative practices.

**Professional Development Programs:** Records indicated that the school had implemented several professional development programs, although there were gaps in participation and resource allocation.

**Feedback Mechanisms:** Documentation showed the existence of feedback mechanisms for teachers to express concerns and suggestions, although responses were sometimes slow and inadequate.

### **4.3. Summary of Findings**

The combination of quantitative and qualitative data provides a comprehensive view of the factors influencing teacher empowerment at Abafransua Secondary School. The principals' commitment to collaborative leadership and professional development is evident, yet challenges such as resource constraints and insufficient training opportunities remain.

The next sections will delve into the analysis of quantitative survey results, exploring teachers' perceptions of their empowerment and the effectiveness of the principals' strategies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Summary**

The purpose of this study was to investigate the role of principals in empowering teachers in abafansua secondary school. Empowering includes organizational processes that enhance members participation and improve goal achievement of the school organizational goal.

In other words empowerment can be seen as process of boosting ups the school organizational outcomes and effectiveness. Teachers need additional time and compensation in order to be more greatly motivated to take additional leadership roles. They also want to be valued and recognized for the time spent ongoing above and beyond their expect duties. They are powerful implication for empowering teachers principals one of which is the positive feeling of connectedness and having a share sense of belonging the organization. Simple random sampling techniques and available sampling were employed to select the respondent of the study. Data collection instrument such as questionnaires and interview were developed and activated together data for this study.

#### **5.2 Conclusion**

According to the finding the researchers give the conclusion to investigate the role of principals in empowering teachers in abafansua secondary school. the result that researcher analyzed in the data though questionnaires and interview indicates that both school principals are male which is hundred percent. The age of one principal is twenty two up to twenty five and others above thirty six and two of them were B.A holders and their experience were four up to eight years. As long as fifteen teachers are male which is seventy five percent while five teachers are female which is twenty five percent and twelve teachers are in between twenty two up to thirty five years old which is sixty percent and eight teachers are above thirty six which is forty percent. As long as sixteen teachers are degree holder which is eighty percent while four teachers are MA holders which is twenty percent. Also eight teachers have experience on four up to years and six teachers have experience one up to eight years and rest teachers have above nine years experience.

The study identified several strategies that are crucial for promoting teacher empowerment in Abafansua Secondary School. The findings suggest that encouraging risk-taking among

teachers, promoting collegiality and collaboration, involving teachers in decision-making, and providing leadership development opportunities are among the most effective approaches. Furthermore, sharing information openly and establishing a transformative vision for teaching were also emphasized. These strategies foster a professional culture where teachers feel valued, trusted, and motivated to innovate and take ownership of their work. For empowerment to be sustained, such strategies must be implemented systematically and supported by school leadership.

The importance of teacher empowerment in Abafransua Secondary School was clearly demonstrated in the study. Empowered teachers showed increased levels of creativity, productivity, and job satisfaction. Teacher empowerment also contributed to improved student academic outcomes, stronger teacher retention, and a more collaborative school environment. Teachers who felt empowered were more engaged, made meaningful decisions related to teaching and learning, and contributed more effectively to school development. Therefore, empowering teachers is not just a motivational tool but a strategic necessity for enhancing school performance and achieving educational goals.

The study revealed that principals play a central role in the empowerment of teachers. By involving teachers in decision-making, sharing critical information, providing opportunities for professional growth, and fostering a supportive and trusting school climate, principals can significantly enhance teacher agency. The leadership style of principals—particularly collaborative and participatory approaches was found to be a key factor in teacher motivation and empowerment. When principals actively engage teachers in school leadership and management, it creates a culture of shared responsibility and innovation. Thus, the role of principals is foundational to the successful empowerment of teachers in Abafransua Secondary School.

### **5.3 Recommendations**

Since the recommendation is important to show direction to solve problems the researchers forwarded the following recommendation:

The principals should give their teachers responsibility to monitor the school progress in order that school to be more effective one.

The principals should encourage their teachers to have a power in the school and give opportunity to promote their professional skill and knowledge.

The school administrators should consider having strong recognition/reward system and also explore the use of leadership practice and also consider strategies that would provide teachers more autonomy.

The teachers should have experience or must be knowledgeable to what subject they teach and should be honest whatever they teach.

The teachers should support student academic achievement in their school and force student in to in order to have student idea for empowerment.

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**APPENDEX A**  
**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIRAL SCIENCE**

**DEPARTMENT OF EDCATINAL PLANNG AND MANAGEMENT**

**QUESTION TO BE FILED BY PRINCIPALS**

This questioner is designed to collect information that helps to conduct the study entitled, the role of principals in empowering teachers in secondary schools of abafransual Somregional state. Thus you are kindly requested to have response for all statement based on the instruction given. All your response will be use for this purpose and kept confidentially.

**Thank you in advance for you participation.**

**GENERAL DIRECTION**

Make your responses in space in providing by putting ( P) mark

No need of writing your name

**PART I background information**

Sex: Male £ Female £

Age: 21-25 £ 26-30 £ 31-35 £ 36-40 £ above 40 £

Marital status: Single £ Married £ Widow £ Divorced S ,

Qualification: Diploma £ First degree £ BA/BSC £ MA/MSC £

Work experience in the school: 1-5 years £ 6-10 years £ 11-15 years £ 16-20 years £ 21-25 years £ above 25 years £

**Part:II Questionnaires for School Principals**

**Dear Respondents.**

You are kindly requested to answer the items listed below based on your experience and your participation will be highly appreciated. Give your best choice by putting ( P) under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

		SA	A	U	SD	D
<b>TT</b>	<b>Items</b>	5	4	3	2	1
	Did you give you teachers responsibility to monitor the school progress					
	Do you believe that you have earned respect					
	Have you control over daily school schedules					
	Have you give opportunity for other teachers to promote their professional					
	Do you have opportunity to collaborate with other teacher in your school					
	Have you given the opportunity to train other teachers					

## **APPENDIX B**

### **WOLKITE UNIVERSITY**

#### **COLLEGE OF EDUCATION AND BEHAVIRAL SCIENCE**

#### **DEPARTMENT OF EDCATINAL PLANNG AND MANAGEMENT**

#### **QUESTION TO BE FILED BY TEACHERS**

This questioner is designed to collect information that helps to conduct the study entitled , the role of principals in empowering teachers in secondary schools of abafransual NSSP regional state. Thus you are kindly requested to have response for all statement based on the instruction given. All your response will be use for this purpose and kept confidentially.

**Thank you in advance for you participation.**

#### **GENERAL DIRECTION**

Make your responses in space in providing by putting (circle) mark

No need of writing your name

#### **PART I background information**

1. Sex: Male £ Female £

2. Age: 21-25 £ 26-30 £ 31-35 £ 36-40 £ above 40 £

3. Marital status: Single £ Married £ Widow £ Divorced £ ,  
 4. Qualification: Diploma £ First degree £ BA/BSC £ MA/MSc  
 5. Work experience in the school: 1-5 years £ 6-10 years £ 11-15 years £ 16-20 years £  
 21-25 years £ above 25 years £

**Part: II Questionnaires for School teachers**

**Dear Respondents.**

Give your best choice by putting (P) under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

S/NO	ITEMS	SA	A	U	D	SD
		5	4	3	2	1
	Do you believe that you have positive impact on student learning?					
	Have you involve in school budget decision making?					
	Have you support student academic achievement in your school?					
	Do You make decision about your subject curriculum?					
	Do you involve decision making about your school?					
	Do you have a sufficient knowledge based in subject area which you teach?					
	Do you believe that you are empowering student?					

**PART. III. INTERVIEW QUESTIONNAIRES GIUDE FOR TEACHER**

What is the cultural empowerment in your school?

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Based on your suggestion do you think that you are involved empowering of teachers in your school?

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What are the possible strategies that you have been using to promote teacher empowerment in your secondary school in abafansual ?

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Why teacher empowerment is important in secondary school in abafansual ?

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What are the Role of principals in empowering teachers In secondary school in abafansual ?

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What is the benefit of empowering teacher for your school? Describe your taught?

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What are the challenges of teachers empowerment in your school?

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**THE END Thanks**