



DILLA UNIVERSITY
INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**ROLE OF SCHOOL LEADERSHIP IN IMPROVING STUDENTS’
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF
SIDAMA ZONE**

By
GIRMA SHURURE

AUGUST, 2020
DILLA, ETHIOPIA

**ROLE OF SCHOOL LEADERSHIP IN IMPROVING STUDENTS'
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF
SIDAMA ZONE**

**By
GIRMA SHURURE**

**A thesis submitted to the Department Educational Planning and
Management of Dilla University, in partial fulfillment of the requirements
for the Degree of Master of Arts in Educational Leadership and
Management**

ADVISOR: BEGASHAW MAMUYE (PhD)

**AUGUST, 2020
DILLA, ETHIOPIA**

Advisor's Approval Sheet

As the thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Girma Shurure entitled **Role of School Leadership in Improving Students' Academic Achievement in Secondary Schools of Sidama Zone**. I recommend that it can be submitted as fulfilling the thesis proposal requirement.

Name Advisor:

Signature

Date

Begashaw Mamuye (PhD)

DECLARATION

I declare that this thesis entitled “**Role of school leadership in improving students’ academic achievement in secondary schools of Sidama Zone**” is my original work and that all the relevant information or sources used for the thesis have been duly acknowledged.

Name of the researcher: Girma Shurure

Signature _____

Place: Dilaa University, Ethiopia

Date of Submission: August, 2020

Advisor: Begashaw Mamuye, PhD

Signature _____

Date _____

ACKNOWLEDGMENTS

First and foremost, I would like to extend my gratitude to Almighty God who helped me throughout my life in all aspects for all his sincere, faithful and immense devotion to help me for the accomplishment of this thesis work and to bring me here from the start.

Much appreciation goes to my major advisor Begashaw Mamuye (PhD) who put me on the right track of the research process and for continuous and constructive comments with a friendly approach and unreserved assistance from early title selection till the final write up of the thesis. I also give a great place for his hospitality.

Then, I would like to extend my sincere thanks to the sample secondary school principals, teachers, parent teachers and students association (PTSA) and Kebele education and training Board (KETB) for their willingness to provide necessary information through questionnaire and semi-structured interview so as to successfully complete the study.

Finally, I express my genuine gratitude to my wife Darartu Tadesse and my friend Bayu Balango for their priceless support since their encouragement as well as their dedication contributed a lot for the completion of graduate study program.

TABLE OF CONTENTS

Contents	Page
DECLARATION	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF ACRONYMS AND ABBREVIATIONS.....	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.3.1 General Objective.....	6
1.3.2 Specific Objectives.....	6
1.5 Significance of the Study	6
1.6 Delimitations of the Study	7
1.7 Limitations of the Study.....	7
1.8 Operational Definitions of Key Terms.....	7
1.9 Organization of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITRATURE	
2.1 The concept of Leadership and School Leadership	9
2.2 Models of Educational Leadership.....	10
2.2.1 Instructional Leadership.....	11
2.2.2 Transformational Leadership	11
2.2.3 Transactional Leadership	12
2.2.4 Distributive Leadership	13
2.2.5 Moral Leadership	14
2.2.6 Participative Leadership.....	14
2.2.7 Managerial Leadership.....	15
2.2.8 Postmodern Leadership	15

2.2.9 Interpersonal Leadership	16
2.2.10 Contingent Leadership	16
2.3 School Leadership Development in Ethiopia.....	17
2.4 School Leadership Effectiveness	18
2.5 Characteristics of Effective School Leadership	18
2.6 Instructional Leadership and Teaching Learning	19
2.7 Role of Principals in Improving Students' Academic Achievement	20
2.8 The Role of School Leaders	21
2.8.1 Planning	21
2.8.2 Building Trust	22
2.9 Core Leadership Practices.....	22
2.9.1 Setting Directions.....	23
2.9.2 Developing People	25
2.9.3Refining and Aligning the Organization	26
2.9.4 Improving the Teaching and Learning Programme	27
2.9.4.1 The Teaching Strategy	28
2.9.4.2 Student Motivation.....	29
2.10 Factors that Affecting Students' Academic Achievement	29
2.10.1 Lack of conducive environment in school	30
2.10.2 Lack of Adequate Training	30
2.10.3 Low Stakeholders Participation	30
2.10.4 Poor Performance.....	30
2.10.5 Lack of Educational Input	31
2.10.6 Lack of Resources	31
2.10.7 Poor Planning.....	31
2.10.8 Lackof Training and Professional Development of School Leaders	32
2.10.9 Lack of School Facility	32
2.11Conceptual Framework	33
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	
3.1 Research Design.....	35
3.2 Sources of Data	36

3.3 Population, Sample size and Sampling Techniques.....	36
3.4 Instruments of Data Collection	37
3.4.1 Questionnaires.....	37
3.4.2 Interview	38
3.5 Validity and Reliability of the Instruments.....	38
3.5.1 Validity of the Instruments	38
3.5.2 Reliability of the Instruments.....	39
3.6 Procedures of Data Collection	40
3.7 Methods of Data Analysis.....	40
3.8 Ethical Considerations.	41
CHAPTER FOUR:DATA ANALYSIS AND INTERPRETATION	
4.1 Response Rate of the Quantitative Data.....	42
4.2 Characteristics of the Respondents	43
4.3Analysis of the Data of the Study	45
4.3.1 Setting Direction	45
4.3.2 Developing People.	50
4.3.3 Redesigning Organization.....	54
4.3.4 Managing Instructional Program	57
4.4 The extents of school principal employs shared leadership to enhance students’ academic achievement.....	60
4.5 The challenges for school leadership in improving students’ academic achievement.....	65
4.6 Strategies might be put in place to improve the students’ achievement	69
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
5.1 Summary	72
5.2 Conclusions.....	75
5.3 Recommendations	75
References	78
Appendices.....	i-v
Appendix A: Questionnaire for Teachers and Principals.....	i
Appendix B: Interview for KETB and PTSA	ii
Appendix C: SPSS Statistics output and Pilot test result.....	iii

LIST OF TABLES

Tables	Pages
Table 3.1: Population and sample size and Sampling Techniques.	37
Table 3.2: Reliability Test Results with Cronbach’s Alpha.....	39
Table 4.1: Questionnaire Return Rate	42
Table 4.2: Characteristics of the Respondents	43
Table 4.3: Setting Direction	46
Table 4.4: Developing People	51
Table 4.5: Redesigning Organization.....	54
Table 4.6: Managing Instructional Program	57
Table 4.7: School principal employs shared leadership to enhance students’ academic achievement.....	61
Table 4.8: Challenges for school leadership in improving students’ academic achievement.....	65
Table 4.9: Strategies might be put in place to improve the students’ achievement	69

LIST OF FIGURES

Figures	Page
Figure 2.1: Conceptual Framework of the Study.	34

LIST OF ACRONYMS AND ABBREVIATIONS

MoE	Minister of Education
PTSA	Parent Teacher Students Association
SNNPR	Southern Nations, Nationalities and People's Region
SPSS	Statistical Package for Social Scientists
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development

ABSTRACT

The purpose of this study was to assess the effectiveness of school leadership in improving students' academic achievement in secondary schools of Sidama Zone. To serve this purpose explanatory research design was employed. For the study, 8 Woredas were selected using simple random technique. From these selected woredas 10 secondary schools were included using simple random sampling technique. From these sample schools, 10 kebele education and training board and 10 parent ant teachers association members were selected by using purposive sampling, while 170 teachers were selected by using simple random sampling techniques and 30 principals were included through comprehensive sampling technique. Questionnaire was used as main tool of data collection. Interview and focus group discussion was used to substantiate the data gathered through questionnaires. Document review was also part of data collection for the study. Data were analyzed using descriptive statistics and inferential statistics while content analysis approach was used to analyze qualitative data. The findings of the study revealed that school leadership roles to develop annual school-wide goals focused on student learning and establish measurable goals aligned to the vision and mission of academic success were low. School leaders practice promote in communication among teachers, supporting professional development of teachers, providing individual support for teachers and developing best practice of the school to improve students' academic performance were found poorly performed. Lack of confidence on the part of principals to exercise leadership, lack of courage and commitment of the principals and shortage of adequate guidance and support from higher official were reported as the major challenges for school leadership in improving students' academic achievement. Based on these findings, it is recommended that the school leaders should involve teachers, students and stakeholders in communication and decision-making process and school leaders need to provide adequate resources support collaborative work among school community in order to improve students' academic achievement.

CHAPTER ONE

INTRODUCTION

This chapter describes the background of the study, statement of the problem and objectives of the study, significance of the study, delimitation of the study and operational definitions of key terms as well as the organization of the study.

1.1 Background of the Study

Educational systems real depend on leadership practices to control and improve instruction by improving the quality of teachers and the achievements of learners (Fauve & Gavin, 1998). It has been useful in equipping teachers' with the necessary knowledge and skills to solve educational problems by creating awareness about the dynamic methodology changes in the teaching learning process (Goker, 1998).

Leadership has diversified definitions and different authors also understand it in different ways. Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. However, a working definition may help us to have a common understanding. Hemphill and Coons cited in Yukl; 2014) define leadership as it is the behavior of an individual directing the activities of the group toward a shared vision. According to Davis (2000) leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals. Blanchhard and Jonson cited in Wossenu (2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

Leadership is the process by which a person exerts influence over others and inspires, motivates and directs their activities to achieve group or organizational goal. There is no uniform conceptualization that won acceptance by all. Sometimes people confuse leadership with status, power or authority (Fullan, 2006). School leadership has become a priority in Education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system

effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al. 2008).

A leader can play a vital role in the development of well-rounded students. In many businesses and corporations, a leadership style can greatly influence one's ambition and concern for the success of the company in ways in which he/she disseminates authority and power to influence (Daresh, 2002). School leaders frequently balance the interests of varying groups. Leadership also requires positive relationships with students to ensure student achievement.

Relationships are at the core of successful learning communities as well as student success (Byrk& Schneider, 2002). The work of the school leader is on-going. The leader must balance varying leadership styles and relationships among members of the organization for the goal of student achievement. Education becomes a multitude of varying parts that are interconnected based upon one body of knowledge.

Fullan (2002:15) has gone as far to conclude that, effective school leaders are key to large-scale, sustainable education reform. Not only are school leaders important but also they are generally seen to be taking on more and more roles. Leithwood and Montgomery (2002) review of the empirical literature on effective leadership in school contexts identifies school leadership practices. Competency lists for school leader professional development programs or school leader standards can be just as long. These ever longer lists of practices, competencies or standards prompt a concern that school leaders are not only being pulled in many different directions simultaneously but that they may be being asked to do too much.

According to Tyack and Cuban (1995) point out in their prize-winning book that those responsible for schools need to be careful because education can easily shift "from panacea to scapegoat." Despite generally strong local support for their schools, this shift will be fuelled improved communication making global diffusion of 'best practice' increasingly efficient.

The rationale of education is regarded as a promoter of human development and seen by many to be in the center of any society's life and concern. It is a social artifact embodying aspirations about the welfare and development of the society it deems to serve. To Africa, education is expected to contribute towards the social, cultural, political and economic welfare and development of citizens (ADEA, 2003). According to Ethiopia educational goals, children who complete secondary education are expected to have acquired lifelong skills and

be competitive in the global village when it comes to their employability (MoE, 1994). This therefore, calls for students to excel academically or hopefully perform to the satisfaction of the nation.

In Ethiopia, basic education is free to all children. The government is the sole sponsor for the education of the students from primary to secondary school levels. To some they receive government sponsorship at tertiary level. Since government committed itself to provide basic education for all, the Ministry of Education and Skill Development has been receiving a lion's share in recurrent, salary and development budget. Considering government hefty investment in education, its output with regard to the quality of students has not been commensurate with the expenditure.

The students' academic performance has been declining at an alarming rate. Due to this, Ethiopia is at a crossroads today. The main question is this: Is the model that framed the system's expansion since 1994 still valid to guide its future development? If the answer is in the negative, as the data increasingly appear to suggest, how then should we adapt the model to the conditions in Ethiopia today and in the years to come? Beyond this, researcher also needs to address some searching questions on ways to improve management of the system, so that all available resources make their fullest contribution to the sector's development.

According to Asfaw and Admassie (1996) these are large and complex issues. One approach is to begin with a framework to conceptualize the way in which policies and actions work together to produce results on the ground, school leadership level. According to Ibram and Altaneiji, (2013) the general assumption is the absence or presence of the responsibility of school leaderships' can make whether the positive school climates or negative school climates, attitudes of students and teachers can directly influence school performance and students' academic achievement. Effective leaders to increasing student achievement school leadership have visionary what makes it and when to see student out comes in a group or organization. In this study research intended to conduct on effectiveness of school leadership in improving students' academic achievement.

In light with this, the researcher observed that there are gaps that affects the improvement of quality of education and students academic achievement on the side of school leader practice and school leaders did not exert much effort for the success of student out comes teachers with the help supervision did not design and conduct training need assessment from the basis

of teachers' pedagogical gaps. Special training was also provided to school leaders in relation to instructional leadership in combination with Zone education department experts while introducing GEQIP and its implementation. However, the changes observed and the student achievement results obtained in schools were very low. Ineffectively implementation of school leadership roles to enhance school leader practices in the schools still one of the challenges in the study. Therefore, this proposed study is going to examine the role of school leadership to improving students' academic achievement in secondary schools of Sidama Zone.

1.2 Statement of the Problem

Tsegaye (2018) viewed principals as key component for achieving good results in terms of students' academic achievement. Barth (2000) noted that the primary role of the school principals is to maintain high expectations to coordinate the schools, curriculum and monitor student progress which lead to achieving high students 'academic achievement. The school leadership is crucial to the academic performance (Marks & Printy, 2003). It determines the quality of learner performance. A high standard of performance is necessary because the effectiveness of the school leadership is measured by the academic success of learners and vice versa. This measurement is indication of the importance stakeholders in education attach to examination results. Hoy and Miskel (1996:247) recognize the importance attached to examination results and say: many parents and other citizens, government policy makers and scholars define organizational effectiveness narrowly; they equate school effectiveness with academic achievement.

High school education is the most relevant and significant level of education in every country. According to Marks and Printy (2003) description, all high schools depend on leadership throughout the organization to shape productive futures for students however what does the contribution of the school leadership. Students' academic achievement can be influenced by many different factors. Some of which might be due to individual student characteristics such as family background, intellectual ability, and motivation for learning (Coleman et al, 1998; Jencks, 1997; Van de Grift and Houtveen, 1999). They also stated that, there are factors related to the school environment that account for a smaller percentage of the influence on students' achievements, but there are certainly worthy of study. As to Leithwood and Riehl the highest influence on students' achievements is the role of school leadership. School

leadership has significant influences on students' learning' second only to the influences of quality curriculum and teachers instruction (Leithwood & Riehl, 2003). Moreover, there have been many studies related to educational leadership. The high school principal, who must also be the instructional leader, must focus on processes related to teaching and instruction and also support the achievement of students in every other conceivable fashion (Marks & Printy, 2003), because school leader is one of the role player in schools to improve leadership students achievement (MoE, 2007). It is unknown the level of school leadership that would be a positive or negative contribution to a student's education or the roles of school leadership on students' academic achievement. This proposal study will have test new ideas for solving important government schools problems, conducting research to find out what works and what doesn't and to fill key knowledge gaps and then communicating the results to help others.

Recently in Ethiopia, teachers have been blamed for low students' performance and unjustified professional misconduct. It is unheard of to dissociate teachers from their students' performance because of the role of school leaders' are responsible for interpreting and implementing policies. The researcher has frequently heard of blame and dissatisfaction from most teachers who are currently teaching at secondary schools of Sidama Zone. They frequently say that the support service rendered by school leadership practice may not be adequate and even in some occasions it seems not relevant to demand of teachers.

Besides some school leaders have no positive attitude to make the way and also lack of professional knowledge to encouraging teachers to acquire the better method of teaching-learning skill and due to inadequate school leadership knowledge on their approaches or lack of good leadership practice in tackling problem while implementing the curriculum and various instructional approaches. In addition as observed by the researcher during his career and presented in the reports of the woreda education office and zone education department heard that the school leadership effectiveness such as setting direction, developing people, refining and aligning the organization and improving teaching and learning process in order to improving students' academic achievement were scant.

Moreover, from community through informal discussions and information the researcher had heard the school leaders are not effective and efficient in providing services for customers.

In addition, in the study area it seems that school leaders lack of training in instructional leadership and inefficiency and lack of commitment. In light with this, the researcher look in

to the gaps that affects the improving students academic achievement on the side of instructional leadership practice stakeholders did not give a much effort for the success of student academic achievement with the help supervision. Instructional leadership did not design conduct training need assessment from the basis of pedagogical gaps. However, to the best knowledge of the researcher, no studies have been conducted to show the extent of school leadership roles in study area. Investigator also observed that school leaders don't give much effort for the success of student out comes with the help of supervision. Therefore, researcher initiated was investigated the role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone. Consequently, the following basic research questions were attempted to be answered:

- 1) What is the role of school leadership to improving students' academic achievements' in Sidama Zone?
- 2) To what extent the school principal employ shared leadership to enhance students' academic achievement?
- 3) What are the challenges for school leadership in improving students' academic achievement?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to assess the effectiveness of school leadership in improving students' academic achievement in secondary schools of Sidama Zone.

1.3.2 Specific Objectives

The specific objectives of this study were:-

- ❖ To identify the role of school leadership to improving students' academic achievements' in Sidama Zone.
- ❖ To identify the school principal employ shared leadership to enhance students' academic achievement.
- ❖ To identify the challenges that impedes school leadership in improving students' academic achievement in Sidama Zone.

1.4 Significance of the Study

Hence, this study is thought to be important for the following points.

- ❖ The study will provide significant information for higher officials of the regional, zonal and woreda level regarding the practices and challenges of school leadership in improving students' academic achievement in secondary schools of Sidama Zone.
- ❖ It will also give awareness to school principals how school leadership roles affect students' academic achievement.
- ❖ The finding hopefully assists in enhancing the existing literature review in the practices and challenges of school leadership in improving students' academic achievement.
- ❖ Finally, this study may serve as a base for further research on this issue.

1.5 Delimitation of the Study

Taking time and financial constraints into account, the study was delimited conceptually and geographically to the role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone.

The study also was delimited to 10 sample selected secondary schools of Sidama Zone with regard to practices and challenges of school leadership. This study is not a comprehensive study at the whole level secondary schools in Sidama Zone. The study was conducted from September 2019–June 2020. The variables in the study delimited was measured in the study the role of school leadership in improving students' academic achievement in secondary schools.

1.6 Limitation of the Study

The following were the major limitations encountered the study, the attempts made to collect data from some teachers and principals were not returned at necessary time to the researcher. So that this influenced the study could have been run on proposed time. Other challenges that researcher faced during data gathering and sampling were shortage of well-organized and documented data which related to the study, willingness of the population of the study a shortage of time and sometimes the problem transportation to access rural schools because the roads haven't been constructed for the vehicles. Despite all these challenges, the researchers have tried to critically analyze the available data to answer questions raised in the study.

1.7 Operational Definition of Key Terms

The following terms are defined in the context of the study:

Academic Achievement: refers to pass or promotion of secondary students from one grade level to next grade or scoring pass point or result in class exam or national examination.

Role of School Leadership: concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment.

Change agent- refers a leader who challenges the status quo, which fits the characteristics of a leader.

Improvement: is a distinct approach to educational change that enhances student outcomes as well as strengthens the schools capacity for managing change.

Instructional Leadership: refers knowledge and skills a principal should possess to focus attention on powerful and equitable learning for all students.

Leadership style: refers "The ways in which the principal expresses leadership, uses power and authority, arrives at decisions, and, in general, interacts with teachers and others".

Leadership: refers inducing followers to act for certain goals that represent the values and the motivation the wants and needs, the aspirations and expectations of both leaders and followers.

School leadership: is the process of enlisting and guiding the talents and energies of teachers' pupils and parents to achieve the desired objectives.

Standards-based reform: refers academic content standards that delineate what children should know and do at each grade level, align curricula and teacher training, guide statewide tests to measure student achievement, and serve as a basis for rewards, sanctions.

1.8 Organization of the Study

This thesis was organized in to five chapters. The first chapter includes the introductory part that deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of key terms and organization of the study. The second chapter discusses the review literature part of the study. In the third chapter, research design and methodology, data sources, population, sample size and sampling techniques have been discussed. Chapter four consists of data analyzing and interpreting technique and analysis of gathered data which consists the results of the study and the fifth chapter includes the summary of major findings of the study, conclusions and recommendations of the study. Finally appendixes and references were attached at the last part of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is deals with review of related literature accordingly. Since the literatures to be discussed on this topic are vast, the researcher selects the most pertinent areas. The study mainly aimed at assessing the role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone. In order to study an attempt will be made to review related literature and summarizes studies of pervious researchers which are related to the effectiveness of school leadership in improving students' academic achievement in improving students' academic achievement. The literature organized by referring previously done essays papers, books and internet sources.

2.1 The Concept of Leadership and School Leadership

Leadership is defined in many ways, for example there are almost as many definitions as persons who have attempted to define the concept leadership. Yukl (2014) defining the concept of leadership is difficult because definitions of leadership are too many like that of approaches to its study.

There is a difference between elected and appointed leader (Ayaled, 2000:22). Every leader in every organization performs certain role/tasks for the smooth running of the organization and improvement of organizational performance. As a result Ezeuwa (2005) sees it has the act of the influencing people so that strive willingly and enthusiastically towards the accomplishment of goals. Ukeje (1999) observe that leadership means influence people to work willing zeal towards the achievement of the corporate goals. A leader cannot work alone; he must have people to influence, direct, catty alone, sensitive, and mobilize toward the achievement of the corporal goals. These, among others, are: formulating aims and objectives, establishing structure, managing and motivating personal and providing leadership (Daresh 2002:11).

According to Luneburg (1991) in defining leadership is the process of influencing group activities toward achievement of goals. Leadership is influencing guiding in direction course of action and opinion. Leadership is a "dynamic interaction between a leader and each of his/her leadership inevitable requires using power to influence the thought and action of other people.

There are numerous definitions and theories of leadership; however, there are enough similarities in the definitions to conclude that leadership is an effort of influence and the power to induce compliance (Warren, 1995).

Early organizations with authoritarian leaders who believed employees were intrinsically lazy transitioned into way to make work environments more conducive to increased productivity rates. Today, organizations are transforming into places where people are empowered, encouraged, and supported in their personal and professional growth throughout their careers. As the focus of leaders has changed over time, it has influenced and shaped the development and progression of leadership theory. Leader focus had moved to understand the relationship between a leader's actions and the follower's satisfaction and productivity (Stone, & Patterson, 2005).

The term school leadership is often used interchangeably with school management and school administration. Although the attitudes, motivations and behaviors concepts overlap, we use them with a difference in emphasis. An often-quoted phrase is “managers do things right, while leaders do the right thing” (Bennis & Nanus, 1997). While leadership involves steering organizations by shaping other people's attitudes, motivations and behaviors, management is more closely associated with maintenance of current operations (Bush & Glover, 2003). Dimmock (1999) provides a distinction between school leadership, management and administration while also recognizing that the responsibilities of school leaders often encompass all three: Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

2.2 Models of Educational Leadership

There are different models of educational leadership such as instructional, transformational, transactional, distributive, moral, participative, managerial, postmodern, interpersonal and contingent leadership each of them discuss following sub-topics (Bush, 2007).

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its

learners and stakeholders (Bush, 2007). Sergiovanni (cited in Bush, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others. Moreover, the western and African models collectively suggest that concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood, but relatively weak empirical support for these constructs and also artificial distinctions or ideal types, in those most successful leaders are likely to embody most or all of these approaches in their work.

2.2.1 Instructional Leadership

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). Southworth (cited in Bush, 2007) stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Bush and Glover's (cited in Bush, 2007) definition stresses the direction of the influence process: Accordingly, Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students.

2.2.2 Transformational Leadership

Gunter (2001, p.69) says that transformational leadership is about building a unified common interest between leaders and followers. This approach is often contrasted with transactional leadership: "Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction. Transformational leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality.

Leithwood (1994) conceptualizes transformational leadership along eight dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values, demonstrating high performance expectations creating a productive school culture and developing structures to foster participation in school decisions

Leithwood's (1994) research suggests that there is some empirical support for the transformational leadership model. He reports on seven quantitative studies and concludes that: "Transformational leadership practices, considered as a composite construct, had significant direct and indirect effects on progress with school-restructuring initiatives & teacher-perceived student outcomes," The transformational model is comprehensive in that it provides a normative approach to school leadership which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. It has been criticized as being a vehicle for control over teachers (Chirichello 1999) and for having the potential to become 'despotic' because of its strong, heroic and charismatic features (Allix 2000).

2.2.3 Transactional Leadership

Bernard and et al (2006:4) states that transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they full fill those requirements.

On the other, hand Bernard and et al (2006:8) argue that transactional leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower's performance. Transactional leadership depends on contingent reinforcement, either positive contingent reward (CR) or the more negative active or passive forms of management by-exception. The transactional items formed factors of contingent reward, management by-exception, and laissez-faire leadership behaviors. Subsequent factor analyses supported splitting management-by-exception into passive and active factors (Hater & Bass, 1988:20).

While this shift from more managerial, or transactional, leadership to dispersed, or transformational, leadership was evident in literature, it remains questionable as to whether these changes are evident in the practices of administrators. Considering the realities of schools today, many school principals are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment, interdependence, and empowerment of teachers and staff is not always available. In some contexts, not every leader has the ability to convince their subordinates to make an effort to perform at a high level. Transactional leaders,

in contrast, do not dedicate much time to developing their subordinates; instead, they wait until they either fail or succeed and then react.

2.2.4 Distributive Leadership

Distributed leadership emerged as being a web of leadership activities and interactions stretched across people and situations. A recent empirical study of distributed leadership practice suggests that distributed leadership is best understood as ‘practice distributed over leaders, followers and their situation which incorporates the activities of multiple groups of individuals’. It implies a social distribution of leadership where the leadership function is ‘stretched over the work of a number of individuals and the task is accomplished through the interaction of multiple leaders (Spillane & et.al, 2002). Distributed leadership, there is empirical evidence to support a strong relationship between distributed patterns of leadership and organizational performance. Work which offers a view of distributed leadership as a positive channel for change notes that organizations most successful in managing the dynamics of loose tight working relationships meld strong personalized leadership at the top with distributed leadership (Graetz, 2000).

Distributed leadership does not imply that the formal leadership structures within organizations are removed or redundant. Instead, it is assumed that there is a relationship between vertical and lateral leadership processes and that attention is paid to the leadership as interaction rather than just leadership as action. In certain research distributed leadership is seen as an emergent property of a group or a network of interacting individuals. The implication, largely supported by the teacher development and school improvement literature, is that organizational change and development are enhanced when leadership is broad based and where teachers have opportunities to collaborate and to actively engage in change and innovation (Hopkins, 2001).

Distributed forms of leadership difficult to implement, first, it is argued that distributed leadership can be considered threatening to those in formal power positions, not only in terms of ego and perceived authority, but also because it places leaders in a vulnerable position by relinquishing direct control over certain activities. Second, it was argued that current school structures, such as department divisions or rigid top-down hierarchies which demarcate role and responsibility, prevent teachers from attaining autonomy and taking on leadership roles. Finally, it was suggested that top-down approaches to distributed leadership, when not

executed properly, can be interpreted as misguided delegation. Some of these same themes are echoed in a study of the distribution of leadership to teachers for teacher appraisal (Goldstein, 2004). Hierarchical norms, district leaders' expectations and attitudes, difficulties associated with evaluation, and ambiguities surrounding the evaluation process all emerged as challenges to leadership distribution in this study (Harris, 2004).

2.2.5 Moral Leadership

Moral leadership assumes that the critical focus of leadership ought to be on the values and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood et al 1999, p.10). Sergiovanni (1984, p.10) says that excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics.

Gold, (2002) research in English primary, secondary and special schools provides some evidence about the nature of the values held and articulated by heads regarded as 'outstanding' by of STED inspectors. These heads demonstrated the following values and beliefs through their words and deeds: inclusivity, equal opportunities, equity or justice, high expectations, engagement with stakeholders, co-operation, teamwork, commitment and understanding.

2.2.6 Participative Leadership

"Participative leadership assumes that the decision-making processes of the group ought to be the central focus of the group," (Leithwood, 1999). This is a normative model which is based on three criteria: participation will increase school effectiveness, participation is justified by democratic principles, in the context of site-based management and leadership is potentially available to any legitimate stakeholder (Leithwood et al 1999:12).

Sergiovanni (1984, p.13) also points to the importance of a participative approach. This will succeed in 'bonding' staff together and in easing the pressures on school principals. "The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership" (original author's emphasis).

Participative leadership is an attractive notion underpinned by democratic ideals. It has been popular in the literature for many years but evidence of its successful implementation in schools is sparse. Referring to English primary schools, Webb and Vulliamy (1996, p.313)

argue that the policy framework introduced in the 1990s leads to “a growing tension between collegial and top-down management strategies”.

Despite this evidence, there is a continuing focus on participative and distributed leadership. Harris (2002) argues that democratic leadership styles are inevitable in the complex and rapidly changing world inhabited by schools in the 21st century, despite the current emphasis on individual leaders.

2.2.7 Managerial Leadership

The notion of ‘managerial leadership’ may appear to be a contradiction, particularly in the light of the distinctions outlined earlier in this report. Nevertheless, it merits separate consideration because it serves to demonstrate that a narrow view of ‘management’ is often adopted:

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. Most approaches to managerial leadership also assume that the behavior of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy, (Leithwood et al 1999:14).

This definition is remarkably close to that adopted earlier by Bush (1995) in respect to just one of his six models of management, ‘formal models’. The reduction in the scope of ‘management’ has arisen, in part, because governments in many countries, including the United Kingdom, have adopted this limited perspective in advancing their reform programs (Levacic et al 1999). If heads are simply expected to implement external policy decisions, they are engaged in a process of managerial leadership sometimes described as ‘managerialism’.

Leithwood et al (1999, p.14) claim that leaders need to adopt a ‘bifocal’ perspective, management and leadership. Leithwood (1994) adds that “distinctions between management and leadership cannot be made in terms of overt behavior . . . most of the overt practices of transformational leaders look quite managerial” (p.515).

2.2.8 Postmodern Leadership

This is a relatively recent model of leadership. Keough and Tobin (2001, p.2) provide a definition as a starting point for linking postmodern leadership to educational policy: “current

postmodern culture celebrates the multiplicity of subjective truths as defined by experience and revels in the loss of absolute authority”.

Keough and Tobin (p.11-13) identify several key features of postmodernism: language does not reflect reality, reality does not exist; there are multiple realities, any situation is open to multiple interpretations, situations must be understood at local level with particular attention to diversity. The most useful point to emerge from this analysis is that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organization.

2.2.9 Interpersonal Leadership

Interpersonal intelligence is the authentic range of intuitive behaviors derived from sophisticated self-awareness, which facilitates effective engagement with others, (West-Burnham 2001).

West-Burnham (2001) stresses the importance of collaboration and interpersonal relationships, a theme taken up by Tuohy and Coghlan (1997):“Much of the teachers’ day is taken up in an intensity of relationships. Understanding the changing nature of relationships with young students, the changing context of their lives, and developing appropriate and effective responses to both their personal and academic needs requires constant reflection and adjustment,” (p.67)

This pressure is even more evident in the work of school leaders and suggests a requirement for high level personal and interpersonal skills (Johnston and Pickersgill 1992).

2.2.10 Contingent Leadership

All the models of leadership examined hitherto are partial. They provide valid and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is exerted while others emphasize one or more dimensions of leadership.

The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation rather than adopting a ‘one size fits all’ stance: “This approach assumes that what is important is how leaders respond to the unique organizational circumstances or problems there are wide variations in the contexts for leadership and that, to be effective, these contexts require different leadership responses individuals providing leadership, typically those in formal

positions of authority, are capable of mastering a large repertoire of leadership practices. Their influence will depend, in large measure, on such mastery,” (Leithwood et al 1999).

Bolman and Deal’s (1984) ‘conceptual pluralism’ provides a similar approach to this issue. An eclectic stance is required where leaders adapt their styles to the context in which they are operating. Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue (Morgan, 1986 & Bush 1995).

2.3 School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principalship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (2007) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School.

According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930’s and 1940’s. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a

supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree, preferably in educational administration (EdAd) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1994 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

2.4 School Leadership Effectiveness

According to Kasambira (cited in Masuku, 2011), effectiveness means providing a decided, decisive or desired effect. Kasambira also defined effectiveness as the extent to which an organization achieves the objectives for which it was established. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. In relation to this, Ignathios (cited in Masuku, 2011) stated that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Sergiovanni(cited in Masuk, 2011) also relates effectiveness with pedagogical thought. He also perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility.

2.5 Characteristics of Effective School Leadership

Effective leadership is able to tap resources needed to make all students successful. In less successful schools, the ability to manage effectively is frequently hindered by the lack of resources available and the ability to obtain those resources. Principals in all schools, and most importantly in at-risk schools, need the autonomy to hire the best staffs, manipulate time

for student learning, plan and implement academic and discipline programs to meet student needs, and access social programs and medical care for students and families. The National Association of secondary School Principals (2001) addressed the unique issues facing principals by stating that districts, states, and the federal government should promote the capacity of principals to assure quality instruction. These include the ability to increase staff, obtain academic resources, increase instructional time, provide staff development, and provide extended day programs for students.

It is the opinion of many educators across the county today that the leadership of the school principal is the key component in school success. Barth (1990) said the principal is the key to a good school (p. 64) and even went further by stating, show me a good school and I will show you a good principal. The principal, as the school leader, is often identified as the dominant force behind successful schools (Bell, 2001; Green, 1994). Edmonds (2012) said one of the most tangible and indispensable characteristics of effective schools. Is that they have strong administrative leadership (Edmonds, 2012). He also said, in evaluating high achieving and low achieving schools, that administrative behavior, policies, and practices in the schools appeared to have a significant impact on school effectiveness (Edmonds, 2012:16).

However; from whom are the goals themselves effective? Are all goals equally morally acceptable? For example, in Germany, (in the period of Hittler) an effective school leader is one who helps to produce the young for fascist. In Presbyterian church schools, the head's leadership style consist of doctrine base to cutout the immoral action proven as wrong in the Bible, rejecting sex education of any kind and using corporal punishment to restrict the innate sinful tendencies of children (Ghouri cited in Brundrette, et al, 2003).

2.6 Instructional Leadership and Teaching Learning

Studies of teachers perceptions about characteristics of school principals that influence teacher's classroom instruction have concluded that the behavior associated with instructional leadership positively influences classroom instruction (Blasé and Blasé, 1999). Especially (Blasé and Blasé, 1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching learning process, there were increases in teacher reflection and informed what and how they perform to fulfill professional responsibility.

Instructional behaviors in implementation of new ideas, greater variety of teaching strategies, more responses to students' diversity; lessons were prepared and planned more carefully, teachers were more likely to take risks and more focus on the instructional process, and teachers use professional discussion to make change in classroom practice. Teacher also indicates attitude effects on motivation, satisfaction, confidence and sense of security. Instructional leadership behavior associated with promoting professional growth and staff development yield positive effects on classroom practice (Chris, 1992).

In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set professional growth goal with teachers, and provide resources to foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This common focus on academic press challenges teacher's behavior within the classroom, which leads to more effective school (Blasé and Blasé, 1999).

2.7 Role of Principals in Improving Students' Academic Achievement

Regularly, the principal's role seems very far disinterested from the daily routines of teaching and learning that most affect student achievement. Aside from their skill in motivating and supporting teachers in using the most effective instructional approaches, many principals report that they feel a bit "helpless" in directly affecting student achievement. Paradoxically, according to some researchers, that attitude itself reduces the principal's effectiveness in promoting high levels of achievement in their schools. Indeed, strong principals who believe that they are directly responsible for and involved in their students' learning do produce higher levels of achievement than principals who believe that they can do little to produce strong results among students in their schools. But, this belief cannot be based on faith alone. Principals who believe they affect achievement actually engage in a number of behaviors that are clearly linked to student learning and performance. The most comprehensive review of research findings about how principals influence student achievement was conducted by Cotton (2003).

Similarly, MoE (2002:25) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent-teacher associations and school community prepares annual plans with executing budget, thereby, implement it accordingly

when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based upon national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term training and experience sharing programs at school level with view of helping them develop professionally and co-ordinate it.

Among Cotton's most important findings were that the principals of highly effective schools exhibited rather specific traits and behaviors. These included: Maintaining a safe, orderly school environment that fosters both individual student responsibility and a "school as community" orientation, promoting a vision and goals that focused on high levels of student learning and continually articulating that vision throughout the school community, establishing high expectations for student achievement and holding everyone accountable for meeting those expectations, exhibiting self-confidence and responsibility, conveying the sense that "we're all in this together, and, we can help students achieve.

2.8 The Role of School Leaders

Scholars treated the roles of school leaders in their own understanding. One can find different leadership roles. Some of the roles are discussed below;

2.8.1 Planning

School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. It is essential to create additional resources, both in terms of human and material inputs. Therefore, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning and as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting this idea, Temesgen (2011) suggested that the success of institutional planning depends on the dynamism and interest of the head and effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change.

Schools as any institution require an organizational plan to realize effectiveness in the organizations. Ubben& Hughes (1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational processes and measurable outcomes. Coombs (as cited in Tigistu, 2012) also illustrated educational planning as the application of a

rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is, therefore, just a process by which an analysis of the present condition is made in order to determine and devise ways of reaching a desired future for schools.

2.8.2 Building Trust

Trustful relation among school communities is very important for success. Ubben and Hughes (1997) defined trust as a positive expectation that another will not through words, actions, or decisions-act opportunistically. Blasé and Blasé (1994) also defined trust as the knowledge that one person will not take unfair advantage of another person; deliberately or consciously; further any harm committed accidentally or unconsciously is always expected to be repaired. It is regarded as a state of mind that the other person close to him/her will not act at the expense of him/her. In such a way, the intimacy and closeness of individuals or groups will increase. Therefore, trustful relationships are vital in the process of exercising leadership.

Harris (2005) mentioned that trust can be built by leaders, by relinquishing the idea of structure as control and viewing structure as a device for empowering others. As for Harris, to be successful, managers who have learned to build trust, engage in certain common practices such as openness, being fair, show consistency, fulfill promises, maintain confidences and demonstrate competence. In this regard, school leaders should be honest, reliable and competent to establish trustfulness within their staff and school community.

2.9 Core Leadership Practices

The core leadership practices summarized in the following sections of this chapter ‘fit’ into four categories, each category representing an important goal for leaders to accomplish if they are to successfully help improve their schools. These categories (slightly re-titled from their original) are ‘Setting directions’, ‘Developing people’, ‘Refining and aligning the organization’, and ‘improving the teaching and learning program’. Associated with each of these categories are from three to five specific leadership behaviors or practices.

Holmes (1993:7) stated that the environment in which schools operate is infinitely complex. Hence, the task of leadership in the school were so many and different, we need to identify these different school leadership function and address them properly to seek school improvement. Accordingly, Brundertt et al (2003:18) mentioned that “leadership functions of the school as: innovation towards a vision; building of supportive organizational structures

that promote decision making; and creation of organizational culture that values a positive, collaborative climate of human relations.

According to Nelly (2008:20), the principal is accountable for the overall leadership, management and development of the school within statewide guidelines and Government policies. Nelly identified some core accountabilities of all principals. These are:- “ensure the delivery of a comprehensive high quality education program to all students; be executive officer of the school council; implement decisions of the school council; establish and manage financial systems in accordance with the department and school council requirements; represent the Department in the school and the local community; contribute to system wide activities including policy and strategic planning and development; effectively manage and integrate the resources available to the school; appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations; report to the department, school community, parents and students on the achievements of the school and of individual students as appropriate and comply with regulatory and legislative requirements and Department policies and procedures.”

In addition to this, Leithwood’s (1994) stated that “leader practices are the actions, behaviors and functions found through research and professional experience to have a positive impact on student achievement.” Accordingly, different authors suggest that successful school leaders influence student achievement in several important ways, either through their influence on other people or features of their organizations, and through their influence on school processes (Davis et al, 2005:5). They outline three sets of core leadership practices (setting direction, developing people, refining and aligning the organization and improving the teaching and learning program).

2.9.1 Setting Directions

A critical aspect of leadership work is helping a group develop shared understandings about the organization and its goals that can frame a sense of purpose or vision. The practice of setting directions is enacted through several means (William and Carolyn, 2005:20).

This category of practices carries the bulk of the effort to motivate leaders’ colleagues (Hallinger and Heck, 1998). It is about the establishment of ‘moral purpose’ (Fullan, 2003; Hargreaves and Fink, 2006) as a basic stimulant for one’s work. Most theories of motivation argue that people are motivated to accomplish personally important goals for themselves. For

example, such goals are one of four sources of motivation in Bandura's theory of human motivation (1986).

Hallinger's (2003) review of evidence concerning instructional leadership found that mission-building activities on the part of principals are the most influential set of leadership practices, and the synthesis of evidence by practices they associated with Establishing goals and expectations. From her review of leadership that influences classroom practice, Printy (2010) concluded that: principals who develop compelling missions and goals, establish cultures of collaboration and trust and encourage instructional improvement, draw teachers together to engage in joint work to improve teaching and learning (Printy, 2010: 115).

Identifying and articulating a vision. Educational leaders help identify new opportunities for the school and articulate a vision of the future that can inspire others (William and Carolyn, 2005:20). When visions are value-laden, they can lead to increased commitment from organizational members and provide compelling purposes for continual professional growth. In supporting this idea, Day et al (2011:22) stated that building and communicating compelling visions of the organization's future is a fundamental task included in both transformational and charismatic leadership models. In addition, they explore that 'inspirational motivation' is encompassed in this practice. So, effective leaders' should aim at identifying new opportunities for his or her unit and developing, articulating, and inspiring others with his or her vision of the future.

To identify and articulate visions well, leaders must be skilled communicators, able to focus attention and frame issues in ways that will lead to productive discourse and decision making. Leaders must understand their environmental context and work effectively with all constituencies to foster shared understandings (William and Carolyn, 2005:20). Some would argue that a key element in developing vision in education is having a critical perspective toward schooling (Day et al, 20011:23). Such a perspective enables leaders to identify school practices that support injustice and inequity and to strengthen the school community's willingness and ability to resist these tendencies.

Fostering the acceptance of group goals-leaders help set direction by encouraging staff to develop goals that are shared. People are motivated by goals that they find compelling and challenging but achievable (William and Carolyn, 2005:20). Having such goals helps people make sense of the organization and craft an identity within their work context. Shared goals

also help to orient organizational activity in common directions for maximal impact (Day et al, 2001:23). Important leadership practices involve knowing how to sustain democratic processes and how to use conflict productively (William and Carolyn, 2005:21).

Creating high performance expectations-leaders help provide direction through actions that demonstrate their expectations for quality and high performance from staff (Davis et al, 2005:5). High expectations can help organizational members see the challenging nature of the goals being pursued, while also making it clear that the expectations are feasible (William and Carolyn, 2005:20)

2.9.2 Developing People

The primary aim, however, is capacity building-building not only the knowledge and skills staff needs to accomplish organizational goals but also the dispositions to persist in applying that knowledge and skill (Harris and Chapman, 2002). Individual teacher efficacy is arguably the most critical of these dispositions and it is a third source of motivation in Bandura's (1986) model. People are motivated by what they are good at. And mastery experiences, according to Bandura, are the most powerful sources of efficacy. So, building capacity leading to a sense of mastery is highly motivational, as well.

Leaders promote effectiveness by influencing the capacities and motivations of key organizational workers. In schools, the ability to do so depends partly on leaders' knowledge of the "technical core" of teaching and learning, often invoked by the term "instructional leadership" (William and Carolyn, 2005:21). But this ability also depends on what is referred to as leaders' emotional intelligence, or the leader's capacity to connect emotionally with others and to help others develop and deploy their own emotional resources in the service of their work (Leithwood et al, 2004:8).

Offering intellectual stimulation-educational leaders help generate the questions and ideas that prompt change in people by challenging staff to examine assumptions about their work and rethink how it can be performed. Leaders offer intellectual stimulation by providing opportunities for in-depth conversations about teaching and schooling, making informational resources available, supporting well-organized programs for professional development, and introducing new ideas for the school to consider (William and Carolyn, 2005:21).

Providing individualized support-educational leaders support staff by showing respect and concern about their personal feelings and needs (Day et al, 2001:24). This assures staff that

the problems encountered while changing their practices will be taken seriously and that help will be offered. Recent evidence suggests that a leader's personal attention to employees' increases levels of enthusiasm and optimism, reduces frustration, transmits a sense of mission, and indirectly increases performance (William and Carolyn, 2005:21).

Providing an appropriate model-principals exert leadership for developing people by setting examples for others to follow that are consistent with the organization's values and goals. Modeling provides a clear guide for growth and action; it also enhances staff beliefs about their own capacities and their sense of self-efficacy (William and Carolyn, 2005:22). In addition to that, Day et al (2001:26), claims that leaders exercise idealized influence when they serve as role models with the appropriate behaviors and attitudes that are required to build trust and respect in followers. Such modeling on the part of leaders 'sets an example for employees to follow that is consistent with the values the leader espouses'.

2.9.3 Refining and Aligning the Organization

In Bandura's (1986) model, beliefs about the situation are a fourth source of motivation; people are motivated when they believe the circumstances in which they find themselves are conducive to accomplishing the goals they hold to be personally important. The three practices included in this category are about establishing the conditions of work which will allow staff to make the most of their motivations and capacities. Sun's (2010) meta-analysis of practices included in the category 'Refining and aligning the organization', reported moderate but significant effects on the majority of teacher attitudes and dispositions. Especially building collaborative cultures and strengthening school cultures made moderately strong contributions to most consequential school conditions. Two of the five dimensions of leadership practice associated with this category in Robinson, Hohepa and Lloyd (2009), resourcing strategically and ensuring an orderly environment, had small to medium effects on student learning.

Successful educational leaders develop their schools as effective organizations that support and sustain the performance of teachers as well as students (William and Carolyn, 2005:22).

According to William and Carolyn, three specific sets of practices are typically associated with this category:

Strengthening school cultures-leaders influence organizational culture through practices aimed at developing shared norms, values, beliefs, and attitudes and promoting mutual caring

and trust among staff (William and Carolyn, 2005:22). A strong school culture draws members together around the goals being pursued by the school and the values and beliefs underlying the goals. For leaders of schools in challenging circumstances, creating more positive collaborative and achievement-oriented cultures is a key task (Day et al, 2001:27).

Modifying organizational structures-leaders redesign organizational structures through changes in staff and task assignments, the scheduling and design of time and space, routine operating procedures, and the deployment of technology and other material resources, all of which can hinder or enable individual performance and the accomplishment of organizational goals. Successful educational leaders direct structural changes to the establishment of positive conditions for teaching and learning (William and Carolyn, 2005:22).

Building collaborative processes-leaders work to enhance school performance by providing opportunities for staff to participate in decision making about issues that affect them and for which their knowledge is crucial (William and Carolyn, 2005:22). Such involvement assures staff that they can shape the organizational context to meet their own needs relative to goal accomplishment. Moreover, MoE (2002:30-35) identified the most important schools leadership function in education. These are:- setting common educational goals, objectives, strategies and plans; planning and following up on the execution of teachers and other personnel; mobilizing communities for actively participating and supporting schools; developing effective working relation with woreda education office and other organization/stakeholder interested in the development and expansion of education; motivating staff to ensure the effective attainment of results in teaching learning activities; solving problems pro-actively; providing follow-up and supervision to ensure that education policies, strategies and programs are implemented according to set standards maintaining the desired level of quality; establishing an effective communication; and promoting and practicing effective monitoring, evaluation and reporting system.

Therefore, the school leadership function is a relevant and effective performance to provide a sense of unity and direction to bring school improvement effectiveness and quality of education to attain the goals more effectively.

2.9.4 Improving the Teaching and Learning Programme

This category of leadership practices straddles several others, particularly the ‘Developing people’ and ‘Refining and aligning the organization’ categories. It is included in response to

evidence that leadership practices which specifically focus on the core technology of teaching are likely to have a greater effect on school improvement than those that are more indirect (Marks and Printy, 2003; Robinson, Hohepa and Lloyd, 2009; Printy, 2010). Evidence about the effects of this set of practices is still mixed, however. Surprisingly, Hallinger's (2003) review suggested that those leadership practices which involve close association with the classroom and supervision of what happens in the classroom appear to have the least effect on students. On the other hand, when managerial behaviors have been included in other recent research on school leadership effects, they have explained almost as much as did leadership behaviors (Leithwood and Jantzi, 1999). Furthermore, the research synthesis carried out by Robinson and her colleagues (2009) reported a moderate effect of related practices on student achievement. So they are important, as a class: especially those that create stability, strengthen the infrastructure, and provide timely and informative feedback to teachers about their work.

The conditions in which the quality of teaching and learning could be maximized and pupils' performance enhanced, they achieved this in different ways, for example, in many cases, at the start of the heads' tenure, the physical condition of the school was not conducive to effective teaching and learning. Therefore, there was a deliberate and continuing strategy by the head to improve the school buildings and its facilities. By changing the physical environment of the schools and improving the classrooms, heads provided a very clear signal of the level of importance they attached to associations between high-quality conditions for teaching and learning, and staff and pupil wellbeing and achievement. The most important aspiration has been to raise students' expectations. If it's something try to communicate to staff, it would have to be raising expectations. Moving the standards up had engendered faith in colleagues, and had done a lot to raise self-esteem and self-confidence. We're try to make the school as successful as it can be by raising public accountability and the reputation in the community, which is what was holding the school back (Leithwood&Jantzi, 1999).

2.9.4.1 The Teaching Strategy

The teaching methods used by a teacher influence student learning either positively or negativity. Harris (2002:3) suggested with successful school improvement. There is an emphasis up on well-defined student learning out comes along with the providing of clear instruction frame work". Currently, different studies show how the use of diversified student

centered teaching and learning strategies is more important than sole reliance on the teacher as the only source of knowledge.

Even though, there is no one best strategy, the importance of active learning is highly emphasized in support of active method Aggrawal, (1996) argue that children learn best when they are active and strategy used by the teachers are in accordance with their development pattern and meet their interests and needs. Further, it is elaborated that active learning gives students freedom to actively participate in learning. In support of the above agreements, Robinson, Hohepa and Lloyd (2009) describe active learning enhances citizens thinking and problem solving skills. Therefore, it can be concluded that in order to bring high student involvement in learning and the better achievement in learning and the active learning as part of student centered approach is substantial.

2.9.4.2 Student Motivation

Apart from the use of actual learning and continues assessment techniques, teachers has the task of creating a learning environment which meets the learners and an aspiration. In general, words “the task of institutional designer is identifying the motives of students and channeling them into activities that accomplish educational goals”, this might necessitate a combination of teaching techniques that may keep alive learners initial motivation. Among techniques of motivation to be taken in to account include; well-planned task appropriate to the students’ abilities and identifying the learners according to their ability. Arranging special program like tutorial sessions for female students and slow learners students also, play paramount importance in this regard (Harris, 2002).

2.10 Factors that Affecting Students’ Academic Achievement

The academic achievement of students can be affected by a number of factors. These factors could be grouped in to two broad categories as in-school and out of school factors. Factors that may affect the academic achievement of students with in the school are related to the qualification of teachers, availability of instructional materials, class size, relevance and appropriateness of the curriculum, management and school leadership situation, teachers’ motivation and commitment and conduciveness of school compound for the smooth running of the general teaching learning process.

In this regard, Philip (1969) indicated that factors such as qualified teachers, facilities like adequate and conducive class rooms, text books, furniture, curriculum relevance,

infrastructure, learning process(monitoring and evaluation) and adequate funding have great influence on the successful achievement of the educational objective and enhancing students' academic performance level. On the other hand, factors such as family back ground of students, parental expectation and amount of work being assigned for a student by his/her parents, educational back ground and health condition of students as well as of their families are expected to have an impact either positively/negatively as far as the academic performance of student is concerned. Moreover, sociological variables, which include general categories of social class, family structure, sibling structure and religion (Mathewos, 2000), may be considered as variables which constitute out of school factors that may affect the students' academic achievement.

2.10.1 Lack of conducive environment in school

If students feel safe they attend their schooling with interest. So, schools should be conducive for all ethical improvement and academic achievement. Therefore, schools should be prepared based on the need and interests of students to secure their school environment (MoE, 2007).

2.10.2 Lack of Adequate Training

Most of the school principals who are on the leading position did not get adequate educational leadership training. Even though who are trained also are not effective in leading the school. Due to this reason they lack the ability to design vision and coordinate the school community so as to lead for the attainment of the goals (MoE, 2007).

2.10.3 Low Stakeholders Participation

Schools need participation of all stakeholders in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all school stakeholders and the intended students' outcome and ethical centered activities are not achieved without the participation of stakeholders (MoE, 2007).

2.10.4 Poor Performance

The issue of dealing with poor performance in a responsible and professional manner that considers the interest of all concerned body and emerged as one of the most serious accountability for educational leaders. However, educational leaders face the problem of dealing with poor performance. Balancing the professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not

performing adequately. Many leaders feel frustrated by supervisor's reluctance to deal with poor performance, often due to the perceived difficulty of legal and industrial issues involved (MoE, 2007).

2.10.5 Lack of Educational Input

Due to the lack commitment of the school society, other stakeholders and non-government organization are not enough to solve the problem of the school by providing instructional materials and other financial supporting; currently schools lack the required educational inputs (MoE, 2007).

2.10.6 Lack of Resources

Resources are the means to end. They matter in terms of school improvement and long- term effectiveness. In research synthesis about practices in high- performance schools, the finding that relate to resource is evident in (Ubben and Hughes, 1997). In other words, lack of resources (financial, physical, or human) can be a serious obstacle to carry out his task effectively. A principal may want to lead and the situation and expectations of others may call for his leadership. Nevertheless, if resources necessary to implement his or her leadership are inadequate, the principal will face a significant impediment (Roza, 2016).

2.10.7 Poor Planning

Planning is the first and perhaps the most important role of a school leadership. The essence of planning is to prepare for and predict future events. Planning goes beyond attempting to attain stated organizational objectives. It involves the development of strategy and procedure for effective realization of the entire plan. It entails determination of control, direction and methods of accomplishing the overall organizational objectives. It involves the establishment of objectives, strategies to achieve the objectives and a step by determination of the activities and resources necessary to achieve them. Planning said to be pervasive and primary. Its pervasiveness originates from fact that it is necessary for performing other key management functions- organizing, directing, staffing and controlling. Planning helps to identify the organization's philosophy policies program procedures practices and problem.

On policy making, the school administrator contributes in different capacities and at different levels in the system in the formation of policies for specific aspects of the education and school systems. The school administrator also helps in the interpretation and implementation of educational policies at the state, local and school levels (Yukl, 2002).

2.10.8 Lack of Training and Professional Development of School Leaders

School leadership has a key role in the improvement of school improvement of school educational leadership development programs provide certain kinds of knowledge and skills about leading and managing leadership practice. School principals are front-line managers in charge of leading their team to new levels of effectiveness. Leadership preparation is important to develop skills and knowledge for the learners for later use. School principals regularly deal with emotion that come from aggressive or pleaser parents, students, and staff members. This is common practice in principle school work environment. Hence, principle training strategies to deal with the emotional trouble of the emotional trouble of the principals activities.

Training principle for restricting school should prepare them to direct their available resources toward the mission goals and improvements improvement priorities of schools (Roza, 2016:25). Training helps principle to developed technical skills as material resource identification purchase information use resource management to achieve these tasks principals are expected to take training before they fill in the position. Bush and Heystek (2006) conclude that training should be extended and recommend that management development for principle should take place before appointment training principals should integrate learning and work emphasize action orientation problem.

2.10.9 Lack of School Facility

Human and materiel resources available in the school which a child can see, hear, touch, smell, test, feel, and respond to examples are teachers, school, games and sporting equipment facilities sectional facilities, teaching and learning materials the arrangement of seats and desks in the class room, ventilation the nature and position of the chalk board and the pattern of relationship among the school administration and teachers and teachers and between teachers and students, as well as between students and students mention but these. These listed resources comprise the school environment and they influence the physical, mental, social, and emotional and personality, development of school children (Getachew, 2013).

How these resources positively influence or negatively influence the students development will be the focus of our discussion here you may start first with physical development of the students the school should provide students with stimulating environmental that offer facilities

for physical activities and development. The school should set aside periods of physical training during which students feel free to engage in activities of their choice: their limbs are well developed as result of such physical activities (Getachew, 2013) in the school environment the facilities that will influence the child's learning include teachers and other workers in the school, the student's school mates, school buildings the class rooms, the learning materials in the class rooms games and sporting equipment and materials the games filed, recreational facilities available in the school, classroom climate relationship between school heads and teachers, between teachers and students. The contents, the examination system, to mention but anew these facilities that comprise the school environment influence the student's teach (Getachw, 2013).

2.11 Conceptual Framework of the Study

Conceptual framework refers to the tool in research that aims at enabling the researcher develop awareness and understanding of the situation under study and to communicate it to the reader (Kombo & Tromp, 2006). A well-formed conceptual framework enables the researcher show how the basic concepts and constructs interact with each other in the actual setting and experiences within which the research study is conducted. The study conceptualizes that high academic achievement is influenced by combination of various variables leaders skill, school based leadership role, setting and inspiring followers to implementing school vision, school based teachers professionalism, good communication and challenge school climate and culture, fulfilling necessary school facilities, commitment of principals and motivating followers etc affecting role of school leadership are considered as dependent variables. In addition, it was conceptualized that student academic achievement was influenced by a combination of various variables, namely: instructional leadership activities, instructional supervision approaches, involvement of teachers in decision making and certain challenges that may hinder the effectiveness of the school leadership. The focus was on the leaders who were the central independent variable. An effective leaders ensured he/she has utilized and harmonized the above four variables in order to improve students' academic achievement. The focus was on the roles of instructional leaders as independent variables. The dependent variables mentioned above and dependent on the roles of instructional leaders and eventually determine the kind of results. An effective school leadership ensures that the employs organizational culture and climate which leads to

effective teaching resulting in to high students academic achievement. Organizational culture and climate that influences academic achievement include the school leaders' organizational strategies, quality improvement measures and skills in curriculum based establishment and teamwork. Hence, the conceptual framework diagram of this study is indicated in figure 1.

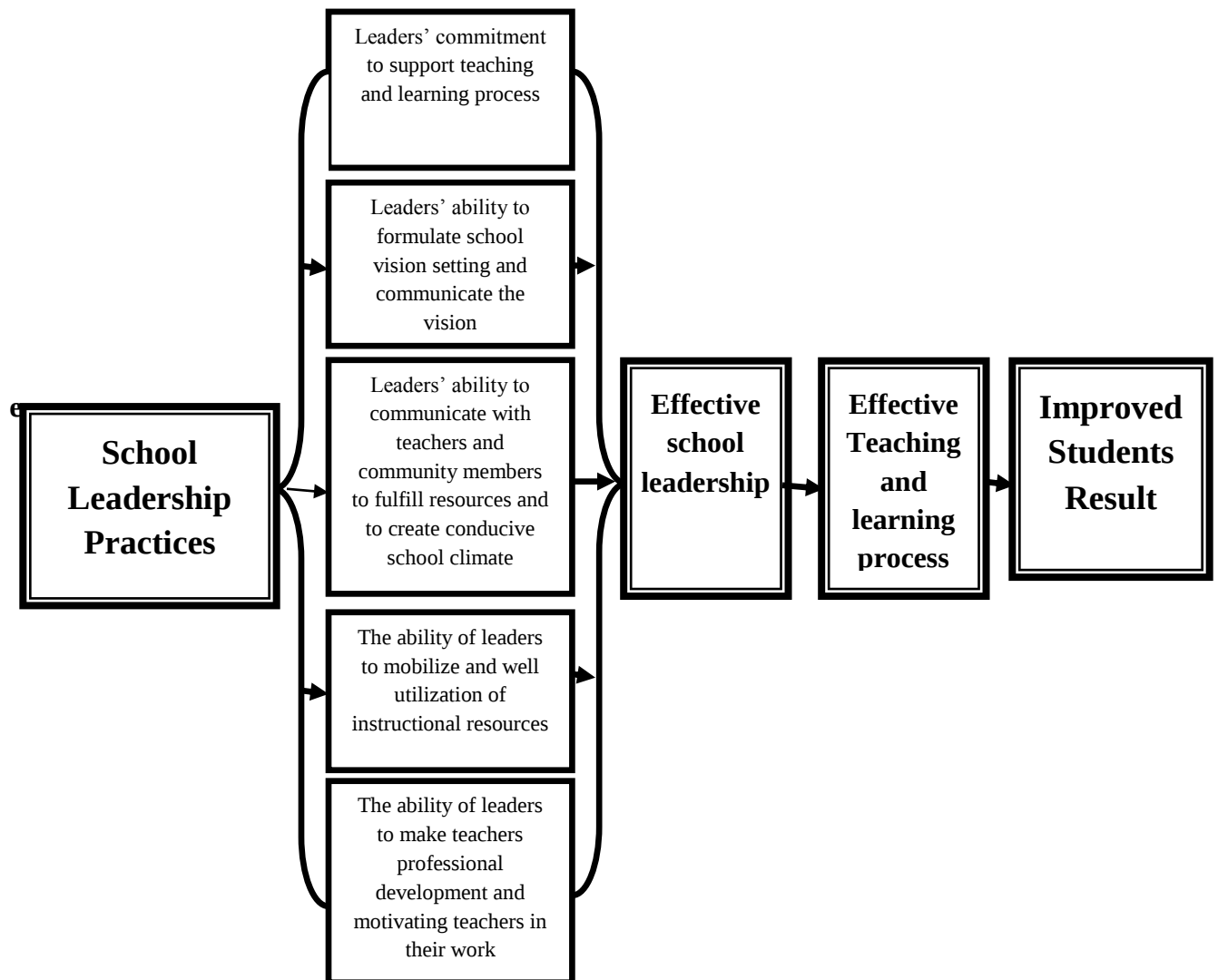


Figure 2.1: Conceptual Framework of the Study

Source: Developed for research purpose (2020)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter contains the description of the study area, research design, research method, sources of data, study population, sample size and sampling technique, instruments of data collection, validity and reliability of the instrument, procedures of data collection, methods of data analysis and ethical considerations.

3.1 Research Design

Based on a research question, explanatory research design was used in this study. Descriptive research design allows the researcher to gather data about respondents' perceptions, belief, opinions, and scores and out comes (Best & Kahn, 2006). Cohen, Manion and Marrison (2007) describe that many scientific disciplines, especially social science and education. For Creswell (2003) such design was also used to obtain general overview of the subject and to generalize study findings from sample to population. Similarity, descriptive research design is also useful to obtain precise information concerning the role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone and help to draw valid general conclusions, because of the apparent ease and directness of the design. It is also the most the popular and widely used research design in the education. In this regard, Kumar (2007) describes that descriptive design is important to gather data from large number of respondents at a particular time.

Study also was used mixed qualitative and quantitative approach through collecting and analyzing data. The researcher firstly used quantitative method through survey questionnaires, while researcher also was used semi-structured interviews to substantiate the quantitative data. There are some rationales to use quantitative and qualitative methods approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen, Manion and Marrison, 2007). Second, both quantitative and qualitative approach important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is using either quantitative or qualitative methods alone (Creswell, 2003). In addition, quantitative one was more preferred to qualitative one as qualitative approach was required more time and experience of the researcher. The qualitative approach was incorporated in the study to validate and triangulate the quantitative data (Creswell, 2003).

3.2 Source of Data

Data for the study was obtained from two sources. These are primary and secondary data sources. Primary information pertaining to the study was obtained from secondary school principals, teachers, PTA's, KETB and woreda education office experts. These group of respondents was selected as sources of the data because they are directly concerned with the issue under study.

To get concrete information and to support the data obtained from primary sources, secondary data will be collected. The main sources of data were from different governmental office documents such as staff meeting minutes, reports, students' record of national examination result (2009-2011) and related to documents effectiveness of school leadership in improving students' academic achievement was some of secondary sources used as a source of information.

3.3 Population, Sample Size and Sampling Techniques

The target populations of the study was secondary school principals, teachers' PTA, KETB and woreda education office experts. The researcher assumes they are the right source of information on the issue under investigation. In Sidama Zone, there are 30 woredas and 6 administrative towns, with total of 80 secondary schools. For this study, the student researcher selected 8 woredas by using simple random sampling techniques which are the best way to draw generalization to zone. This is because of researcher believed that from these selected woredas sufficient information can be obtained. These selected woredas are Arbegona, Aroresa, Daela, Burra, Bensa, Bona Zuria and Chabbe Gambelto and Daye City Administration.

In the selected woreda there are 14 secondary schools, out of which 10 secondary schools were taken by using simple random sampling techniques (N=10) 71% of the schools in the selected areas, this is because of researcher believed that from these secondary schools can get sufficient information on the issue under investigation. These secondary schools include: Arbegona, Bochessa, Dikicha, Daela, Burra, Bensa Kewado, Alo, Bona, Chabbe and Kebena Gata secondary schools.

In selected schools, there are 360 teachers and 32 principals. Out of these, 180(0.5%) of the teachers and 100% (32) of the principals were selected to be the participants of this study. This is because of the researcher believed that from these respondents to get more sufficient

information on the issue under investigated. Moreover, 10(100%) of KETB leaders, 10(100%) PTA's coordinators and 8 woreda/town education office experts were included in the study. In order to select samples from target population, the researcher was used simple random sampling for teachers and woreda/town education office experts, comprehensive sampling was used to select principals, KETB, PTAs selected through purposive sampling, this is because of researcher was expected that they have better/sufficient information and experiences in relation to the study.

Table 3.1: Population and sample size and Sampling Techniques

N o	Target	Popu lation	Sam ple	%	Sampling Techniques	Instruments
1	Teachers	360	180	50	Simple Random Sampling	Questionnaire
2	Principals	32	32	100	comprehensive sampling	Questionnaire
3	PTAs	10	10	100	Purposive sampling	FGD & Interview
4	KETB	10	10	100	Purposive Sampling	FGD & Interview
5	Woreda/town education office experts	16	8	50	Simple Random Sampling	Interview
Total		428	240	56.1		

3.4 Instruments of Data Collection

This study mainly employing questionnaires and interview.

3.4.1 Questionnaires

This study was used questionnaires to collect data from teachers and principals. Questionnaire was used as data collection tool because it enables to secure factual information about opinions and views and also appropriate instrument to obtain variety of opinion as within a relatively short period of time (Best & Khan, 2003). The questionnaire has five point rating and attitude scales was used very high=5, high=4, moderate=3, low=2, and very low=1, Strongly Disagree=1, Disagree=2, undecided=3, agreed=4 and strongly agree=5, and few open-ended items were provided for respondents to freely express their ideas. The questionnaire has two categories: The respondents' personal characteristics and item relevant to the issue under investigation. In the questionnaire 79 close ended items were formulated in five point rating scale (very high =5, high =4, medium=3, low=2 and very low=1/strongly disagree=1, Disagree=2, Undecided=3, Agree=4, and Strongly agree=5) and 8 open-ended items were provided for the respondents to freely express their ideas. The questionnaires had two categories: the respondents' personal characteristics and items relevant to the issue under investigation. The researcher was compute the quantitative data using mean item scores

ranging from 1.0-5.0, with higher scores indicating high response score and lower scores indicating low response of the respondents.

3.4.2 Interview

Interview was provided the needed information face to face. Thus, with this assumption semi-structured interview was used. This is because of semi-structured interview help to collect deep information on issues related to the effectiveness of school leadership in improving students' academic achievement. Kothari, (2004) the type of questionnaire was combination semi-structured and structured item. The rationale behind using interview is that it helps to elicit, views, opinion, problems and expectation to the data source who could not read and write. The interview questions were prepared in English and then translated to Amharic language for more clarity of concept for respondents. The interview is dealt with 8 woreda/town education office experts. This is because the number of interview participant is manageable rather than teachers and principals respondents.

3.5 Validity and Reliability of the Instruments

3.5.1 Validity of the Instruments

Validity answers the question of whether an instrument prepared for a study truly measures what it was expected to measure, and whether scores from such an instrument has meaning or utility for its respondents (Cohen, Manion & Marrison, 2007). In this study, survey items, and the items about the background information was reviewed for content and clarity by experts in the field. For example, advisor of department members from Educational Planning and Management department of Dilla University reviewed those survey questionnaires to ensure that the instruments comprehensively cover the domain or items that it purports to cover. Feedbacks on the instruments were also solicited from the student researcher's advisors. Finally, all accepted comments and feedbacks were included in the final version of the instruments.

3.5.2 Reliability of the Instruments

Reliability is the process of checking whether a research instrument measured the same result when used on other occasion (Cohen et al., 2007). To ensure its reliability the investigator to checks the reliability of the research instrument, the pilot-test of questionnaire was done in Bokasso secondary school with 30 teachers. Ensuring their confidentiality and anonymity, the

researcher asked the pilot study participants to complete the questionnaires and to provide feedback thereafter. Based on the reflections the instruments were improved before administered to the main participants of the study so that irrelevant items were removed, lengthy items shortened and unclear items were made clear. The researcher expected to get the result of Cronbach's coefficient of Alpha to be 0.78-0.94 which is regarded as strong tie coefficient (Daniel, 2004) suggest that the Cronbach's Alpha result >0.9excellent >0.8 good >0.7 acceptable <0.6 questionable and <5poor. Having this in mind, in this pilot test, Cronbach alpha (α) won the researcher's preference. As Table 3.2 showed the results of Cronbach's coefficient alpha is good (between 0.78-0.94), indicating items in each construct are measuring a similar concept. As suggested by Cronbach (cited in Tech-Hong & Waheed, 2011), the reliability coefficients between 0.929-0.986 were generally found to be internally consistent.

Table 3.2: Reliability Test Results with Cronbach's Alpha

SN	Items Type	No of items	Reliability coefficient
1	The extent of effectiveness of school leadership to improving students' academic achievements'	39	.971
2	Extent the school principal employ shared leadership to enhance students' academic achievement	10	.986
3	The challenges for school leadership in improving students' academic achievement	16	.929
4	Strategies might be put in place to improve the students' performance	14	.982
Overall Reliability Coefficient			.967

3.6 Procedures of Data Collection

After including all comments to the survey questions, the researcher pilot tested them. Then, after getting a permission letter from the Dilla University and Sidama Zone Education Department, to conduct a study in schools of the Zone, the researcher made contact with concerned education officials at woreda level to inform them about the purpose of the study and to get their permission to distribute the questionnaires in selected secondary schools in their respective woreda. Then, contact was made with principals of each school by orienting the purpose of the study to create rapport with them. After securing necessary willingness the current list of total population of the teaching staff was obtained. The researcher personally distributed the questionnaire for the respondents. Finally, the completed questionnaires were

sent back to the researcher through each sample woreda's education office address. Regarding the qualitative data collection procedure, the researcher personally conducted all of the interview participants and made interview in their work place. To maximize the quality of responses of the respondents and the rate of return, convenient time gap was arranged.

3.7 Methods of Data Analysis

In this study, both qualitative and quantitative data analysis techniques were employed. The quantitative data obtained through questionnaires were edited and categorized. The data, then, were analyzed using appropriate descriptive statistics; thus, frequencies, percentage, mean and standard deviation. The reason why descriptive statics were used in the study under consideration is that it helps to describe the characteristics and the relationship between variables and inferential statistics' like independent sample t-test. Independent sample t-test was used to identify significance difference between two groups of respondents. The results were obtained and the relationship of each variable is thoroughly interpreted and discussed on the basis of key questions. Quantitative analysis was done through software called Statistical Package for the Social Science (SPSS) 21 version.

The qualitative data gathered through open-ended questionnaire and interviews discussion was described as using content analysis or thematic analysis in addition to the discussions of quantitative data. The data were analyzed using description and quoting as it is. Finally, conclusions were drawn from the major findings and possible recommendations from the identified problems were suggested.

3.8 Ethical Considerations

Taking the severity of the ethical considerations in mind, this study was done with highest importance placed on ethics, confidentiality, and anonymity. In this study, confidentiality and anonymity of the respondents were emphasized to protect their privacy and the dignity (Cohen, Manion and Morrison, 2007). Thus, on the cover page of the survey questionnaire, the researcher clearly presented how to protect confidentiality and anonymity of the participants; informing them that involvement in the study is voluntary; the involvement is free of any intended risk and their names and the names of their schools were kept anonymous.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data collected through questionnaire, interview and focus group discussion. The subjects of the study were teachers, principals, PTSA and KETB. The focus of this study was to analyze and interpret data on variables of the study namely role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone.

4.1 Response Rate of the Quantitative Data

Total of 212 respondents were selected and invited to complete the questionnaires. From these numbers, 180 teachers and 32 principals of them were completed and submitted usable questions, thereby generating a return rate of 94.3 percent.

Table 4.1: Questionnaire Return Rate

SN	Respondents	Sample Size	Response Rate	Return Rate %
1	Teachers	180	170	94.4
2	Principals	32	30	93.7
Total		212	200	94.3

As it can be seen in Table 4.1, out of the 180 questionnaires distributed to the teachers, 170 (94.4%) were returned and filled correctly while the rest 10(5.6%) of teachers' responses were rejected because their responses were incomplete. According to Mugenda and Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for social research. While questionnaires distributed to the principals 30(93.7%) of them were returned and filled correctly while the rest 2(6.2%) of teachers' responses were rejected because their responses were incomplete. Thus, in the following section presentation, analysis and interpretation of data were presented in the following sub-sections corresponding to the basic research questions and characteristics of respondents.

4.2 Characteristics of the Respondents

The demographical profile of respondents is presented below. The characteristics of respondents included the sex, age, educational qualification, work experience and current position.

Table 4.2: Respondents' Characteristics

SN	Items	Variables	Respondents Type			
			Teachers (N=170)		Principals (N=30)	
			F	%	F	%
1	Sex	A) Male	147	86.5	24	80.0
		B) Female	23	13.5	6	20.0
		Total	170	100	30	100
2	Age	A) 21-25	33	19.4	7	23.3
		B) 26-30	102	60	12	40.0
		C) 31-35	16	9.4	6	20.0
		D) 36-40	9	5.3	2	6.7
		E) 41-45	7	4.1	2	6.7
		F) > 45	3	1.8	1	3.3
		Total	170	100	30	100
3	Level of Educational Qualification	A) Diploma	2	1.2	-	-
		B) 1 st Degree	159	93.5	26	86.7
		C) 2 nd Degree	9	5.3	4	13.3
		Total	170	100	30	100
4	Work experience in Year in leading/teaching	A) 1-5	36	21.2	5	16.7
		B) 6-10	74	43.5	12	40.0
		B)11-15	33	19.4	7	23.3
		C) 16-20	14	8.2	5	16.7
		D) Above 21	13	7.6	1	3.3
		Total	170	100	30	100
5	Current Position	Principal	-	-	11	36.7
		Vice Principal	-	-	19	63.3
		Teachers	170	100	-	-
		Total	170	100	30	100

Key: - F= Frequency and %=Percentage

As can be seen from item 1, Table 4.2 sex distribution of teachers 147(86.5%) of them were males and 23(13.5%) females. The study indicates that there is few numbers of females' teachers who participate in leadership of school principal roles in Sidam Zone. On the other hand, 24(80%) of principals were males and 6 (20%) of them were females. This indicates that the majority of the secondary leadership of school principal was dominated by males in the Sidama Zone.

Table 4.2, item 2, concerning to age structure, 33(19.4%) of teachers and 7(23.3%) of principals were in the age category between 21-25 years, 102(60%) of teachers and 12(40%) of principals were between 26-30 years; 16(9.4%) of teachers and 6(20%) of principals were between 31-35 years old; 9(5.3%) of teachers and 2(6.7%) of principals were between 36-40

years old and only 7(4.1%) of teachers and 2(6.7%) of principals were between 41-45 years old. The rest 3(1.8) of teachers and 1(3.3%) of principals were 45 years and above years old. This shows that majority of teachers and principals were found between 26-30 years or they are active working age groups and they can know that the factors that influencing leadership of school principal practices in improving students' academic achievement.

As illustrated in Table 4.1, item 3, regarding the educational qualification of the respondents, 2(1.2%) of teachers were diploma holders, 159(93.5%) of teachers were first degree holders, while 9(5.3%) of them were MA/Msc degree holders. On the other hand, concerning the educational level of principals, 26(86.7%) of principals respondents were had first degree and the remaining 4(13.3%) of principals were 2nd degree holders. According to the new education and training policy of Ethiopia, degree is the minimum requirements of qualification for teachers to teach in the secondary schools (MoE, 1994). But most of the principals in the study area were under qualified i.e. currently government has given high attention for employed qualified competent principals, but still now majority of secondary schools/study areas/ were 1st degree holders, so this calls for special attention to enhance those principals according to standard for the better improving instructional process in the school. This indicates that majority of the principals in the study area were below the standard set by MoE or they were not trained in school principal leadership profession.

Table 4.2 item 4, indicates that the service year as teacher/principal or work experience of the respondents 36(21.2%) of teachers and 5(16.7%) of teachers belongs to experience years ranging from 1-5, 74(43.5%) of teachers and 12(40%) of principals belongs to the range of 6-10 years' experience, 33(19.2%) of teachers and 7(23.3%) of principals belongs to the range of 11-15 years' experience, 14(8.2%) of teachers and 5(16.7%) of principals belongs to the range of 16-20 years' experience. Whereas remaining 13(7.6%) of teachers and 1(3.3%) of principals belongs to the years' experience of above 21 years' experience. This result showed that the majority of teachers and principals had inadequate work experience on current position or had less than 10 years' experience and this also one of the factors influencing the leadership of school principal in improving students' academic achievement in the study area. As can be seen from item five in Table 4.2, in relation to current work position of respondents, 170(100%) were teachers, principals 11(36.7%) of them were main principals and 19(63.3%) of vice principals.

4.3 Analysis of the Data of the Study

Data were collected using questionnaires, for teachers and principals, interview and focus group discussion for kebele education and training board (KETB), parent teacher association (PTSA) and woreda education office experts. These are discusses the presentation, analysis and interpretation of the study following sub-sections.

4.3.1 Setting Direction

The following table presents about the setting direction such as setting common vision, mission and goals of the future for students' academic achievement and learning were responded by the respondents of the study as can be viewed from the following table below.

Table 4.3: Setting Direction

SN	Items	Respondents Type				t- value	p- value
		Teachers (N=170)		Principals (N=30)			
		Mean	SD	Mean	SD		
1	Developing a set of annual school-wide goals focused on student learning	2.31	1.23	2.56	1.43	-1.01	.311
2	Express confidence on the direction of goals to be achieved	2.49	1.16	2.80	1.29	-1.30	.193
3	Setting common vision, mission and goals of the future for students' academic achievement	2.51	1.24	2.63	1.56	-.452	.652
4	Use data on student academic performance when developing the school's goals	2.17	1.18	2.83	1.44	-2.70	.007
5	Communicate the school's goals effectively to staff, student and parents	2.10	1.04	3.36	1.35	-5.79	.000
6	Ensure the school's goals are reflected in highly visible displays in the schools	2.27	1.06	2.73	.980	-2.22	.028
7	The school plan have clear objectives of what can be achieved in the future	2.57	1.29	2.96	.850	-1.59	.112
8	Demonstrate high expectations for teachers' work with students	2.65	1.31	3.13	.937	-1.92	.056
9	Provides useful assistance to teachers in setting short term goals for teaching	2.44	1.42	3.03	1.21	-2.12	.035
10	Establish measurable goals aligned to the vision and mission of academic success for every student	2.16	1.18	2.80	.886	-2.80	.005
11	Provide direction through actions that demonstrate his/her expectations for quality and high performance from staff	2.54	1.38	3.10	1.15	-2.07	.089

Key: VL= Very Low (1.00-1.49) L=Low (1.50-2.49) M= Medium (2.50-3.49), H=High (3.50-4.49) and VH=Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and p-value. According to Zaidaton and Bagheri (2009) the mean score below 1.49 was considered as strongly disagree the mean score from 1.50 up to 2.49 was considered as disagree, mean score from 2.50 -3.49 was considered as moderate and above 3.50 up to 4.49 was considered as agree and 4.50-5.00 was considers as strongly agree. Significance level=0.05 Significant at $p < 0.05$, not significant at $p > 0.05$.

As it can be seen in Table 4.3, item 1, regarding school develops a set of annual school-wide goals focused on student learning. In this regard, the computed mean score result of teachers ($M=2.31$, $SD=1.23$) were perceived low on the issue and while principals ($M=2.56$, $SD=1.43$) showed medium level on the same issue. This is confirmed by the t- test value ($t=-1.01$, $P>0.05$). Therefore, there is no significant difference between teachers and principals respondents' on whether the annual school-wide goals focused on student learning or not. As a result, it showed that schools under the study not often develop a set of annual school-wide goals focused on student learning.

Table 4.3 item 2, respondents were requested that whether leaders express confidence on the direction of goals to be achieved. In this regard, the computed mean score result for teachers ($M=2.49$, $SD=1.16$) indicated that express confidence on the direction of goals to be achieved were low and principals ($M=2.80$, $SD=1.29$) indicated that express confidence on the direction of goals to be achieved is undecided. On the others hand, the calculated t-test value ($t=-1.30$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. One can realize that to express confidence on the direction of goals to be achieved is unsatisfactory.

As indicated in same Table of item 3, the mean score of teachers ($M=2.51$, $SD=1.24$) and principals ($M=2.63$, $SD=1.56$) showed that undecided about the setting common vision, mission and goals of the future for students' academic achievement. This is proven by calculated t-test value ($t=-.452$, $p>0.05$). This shows that there is no statistically significant difference between the two respondents on the issue. In general, the weighted mean 2.57 showed that school leadership setting common vision, mission and goals of the future for students' academic achievement not enough. In the same way, Hallinger's (2003) school leadership found that mission-building activities on the part of principals are the most influential set of leadership practices, and the synthesis of evidence by practices they associated with establishing goals and expectations. In addition, one the interview participant of KETB reported that;

During monitoring and evaluation it can be observed that school leaders are inadequately capable enough to establishing a common vision, mission, values and beliefs and not communicate this issue. This might be because of schools leaders' lack of commitment and continuous support from woreda or other concerning body

to improving students' academic achievement (Personal communication, 10/06/2012).

Further, it can be observed from the same Table of item 4, respondents were requested school leaders use data on student academic performance when developing the school's goals. The mean scores of teachers ($M=2.17$, $SD=1.18$) indicated that low about the school leaders use data on student academic performance when developing the school's goals and while principals ($M=2.83$, $SD=1.44$) showed that use data on student academic performance when developing the school's goals is undecided. This is proven by calculated t-test value ($t=-2.70$, $p<0.05$) shows that there is statistically significant difference between the two respondents on the issue with regard to the use of data on student academic performance when developing the school's goals.

As indicated in Table 4.3, item 5, asks for communicate the school's goals effectively to staff, student and parents. In this regard, the computed mean score for teachers' are performed low ($M=2.10$, $SD=1.04$) and principals ($M=3.36$, $SD=1.35$) showed that moderate on the same issue. On the other hand, t- test value ($t=-5.79$, $P<0.05$) conformed that there is significant difference between teachers and principals respondents' about communicates the school's goals effectively to staff, student and parents. Therefore, it is possible to infer that school leaders do not communicate the school's goals effectively to staff, student and parents. On the other hand (William & Carolyn, 2005) critical aspect of leadership work is helping a group develop shared understandings about the organization and its goals that can frame a sense of purpose or vision.

As can see in Table 4.3 of item 6, regarding to ensure the school's goals are reflected in highly visible displays in the schools. In this regard, the computed mean for teachers ($M=2.27$, $SD=1.06$) showed low level on the issue and while principals ($M=2.73$, $SD=.980$). This is confirmed by the t- test value ($t=-2.22$, $P<0.05$). It showed that there is a significant difference between teachers and principals respondents' about to ensure that the school's goals are reflected in highly visible displays in the schools. Therefore, the study showed that to ensure the school's goals are reflected in highly visible displays in the schools is unsatisfactory. Similarly, Hallinger's (2003) school leadership found that mission-building activities on the part of principals are the most influential set of leadership practices and the synthesis of evidence by practices they associated with establishing goals and expectations.

Leadership that influences classroom practice to develop compelling missions and goals, establish cultures of collaboration and trust and encourage instructional improvement, draw teachers together to engage in joint work to improve teaching and learning (Printy, 2010).

As indicated in Table 4.3, item 7, the school plan has clean objectives of what can be achieved in the future. In this regard, the computed mean score for teachers' are performed low ($M=2.57$, $SD=1.29$) and principals ($M=2.96$, $SD=.850$) showed that medium on the same issue. On the other hand, t- test value ($t=-1.59$, $P>0.05$) conformed that there is no significant difference between teachers and principals respondents' about the school plan have clean objectives of what can be achieved in the future. Therefore, it is possible to infer that the school plan have no clean objectives of what can be achieved in the future. Similarly, Temesgen (2011) suggested that the success of institutional planning depends on the dynamism and interest of the head and effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change.

As it can be seen in Table 4.3, item 8, asked for school leaders demonstrate high expectations for teachers' work with students. In this regard, the calculated mean of teachers ($M=2.65$, $SD=1.31$) and principals ($M=3.13$, $SD=.937$) showed that leaders demonstrate high expectations for teachers' work with students. On the other hand, the calculated t-test value ($t=-1.92$, $p>0.05$) showed that there is no statistically significant difference between the teachers and principals on the issue. Therefore, the average mean 2.89 showed that school leaders demonstrate expectations for teachers' work with students are substandard.

Table 4.3, item 9, respondents were requested that school leaders provides useful assistance to teachers in setting short term goals for teaching and learning or not. On this concern, the calculated mean of teachers ($M=2.44$, $SD=1.42$) showed low level on the item and on the other hand principals ($M=3.03$, $SD= 1.21$) performed moderate about school leaders provides useful assistance to teachers in setting short term goals for teaching and learning. On the other hand, the calculated t-test value ($t=-2.12$, $p<0.05$) showed that there is statistically significant difference between the teachers and principals on the issue. Therefore, the aggregate mean 2.85 showed that school leaders provides useful assistance to teachers in setting short term goals for teaching and learning is low. Similarly, Cotton (2003) state that principal's role

seems very far disinterested from the daily routines of teaching and learning that most affect student achievement. On the other hand, leaders' skill in motivating and supporting teachers in using the most effective instructional approaches, many principals report that they feel a bit "helpless" in directly affecting student achievement.

Further, it can be seen from above table of the item 10, the respondents were needed to show their level of the agreement about school leaders establishes measurable goals aligned to the vision and mission of academic success for every student or not. In this regard, the calculated mean of teachers ($M=2.16$, $SD=1.18$) indicated low and principals ($M=2.80$, $SD=.886$) showed that moderate about school leaders establish measurable goals aligned to the vision and mission of academic success for every student. On the other hand, the calculated t-test value ($t=-2.80$, $p<0.05$) showed that there is statistically significant difference between the teachers and principals on the issue. Similarly, the average mean 2.48 showed that school leaders unable to establish measurable goals aligned to the vision and mission of academic success for every student.

As indicated in same Table, item 11, respondents were requested school leaders provide direction through actions that demonstrate his/her expectations for quality and high performance from staff. On this concern, the calculated mean of teachers ($M=2.54$, $SD=1.38$) and principals ($M=3.10$, $SD=1.15$) showed that moderate concerning to provide direction through actions that demonstrate his/her expectations for quality and high performance from staff. On the other hand, the calculated t-test value ($t=-2.07$, $p>0.05$) showed that there is no statistically significant difference between the teachers and principals on the issue. Therefore, data showed that school leaders provide direction through actions that demonstrate his/her expectations for quality and high performance from staff were inadequate. In addition, (William & Carolyn, 2005) describes high expectations can help organizational members see the challenging nature of the goals being pursued, while also making it clear that the expectations are feasible.

4.3.2 Developing People

This part of the analysis presents about the school leadership in order to improving students' academic achievement includes developing best practice of the school, creating conducive environment in the school, promote collaborative problem solving strategies or procedures and encourage teachers to attend the activities of the teaching and resource group. The following table indicated that school leadership to developing people in improving students' academic achievement.

Table 4.4: Developing People

S N	Items	Respondents Type				t- value	P- value
		Teachers (N=170)		Principals (N=30)			
		Mean	SD	Mean	SD		
	Practice in:						
1	Developing best practice of the school	2.20	1.07	3.16	1.11	-4.48	*.000
2	Building positive school climate	3.37	1.44	2.93	.944	1.61	*.108
3	Creating conducive environment for school-based teachers’ development practice	2.48	1.27	3.20	1.12	-2.89	*.004
4	Provides a clear guide for school-based teachers” professional development practice	2.35	1.12	2.90	1.29	-2.36	*.019
5	Promote collaborative problem solving strategies or procedures	2.73	1.36	2.93	.994	-.769	.443
6	Providing individual support for teachers	2.10	.897	3.00	.909	-5.02	*.000
7	Supporting professional development of teachers	2.09	1.01	2.83	.985	-3.70	*.000
8	Encourage teachers to attend the activities of the teaching	2.03	1.07	3.10	.994	-5.04	*.000

Key: VL= Very Low (1.00-1.49) L=Low (1.50-2.49) M= Medium (2.50-3.49) H=High (3.50-4.49) VH=Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and p-value. According to Zaidaton and Bagheri (2009) the mean score below 1.49 was considered as very low the mean score from 1.50 up to 2.49 was considered as low, mean score from 2.50 -3.49 was considered as medium and above 3.50 up to 4.49 was considered as high and 4.50-5.00 was considers as very high. Significance level=0.05 *=Significant at $p < 0.05$, not significant at $p > 0.05$.

As it can be seen in Table 4.4, in relation to developing best practice of the school (see item 1). In this regard, the computed mean for teachers ($M=2.20$, $SD=1.07$) indicated low on the issue while principals ($M=3.16$, $SD=1.11$) showed that moderate on the same issue about school leaders to developing best practice of the school. This is proved by the t-value of -4.48 and its calculated sig $= < 0.05$ which is greater than p-value=0.05 which showed that there is statistically significant difference between the two respondents on the issue.

As it can be seen in Table 4.4, item 2, deals with to build trust and respect among the followers (see item, 2). In this regard, the computed mean score result for teachers ($M = 3.37$, $SD=1.44$) and principals ($M=2.93$, $SD=.944$). On the others hand, the calculated t-test value ($t=1.61$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to realize that school leaders not capable to build trust and respect among the followers. In the same way, Blasé and Blasé (1994) pointed out that trust as the knowledge that one person will not take unfair advantage of another person; deliberately or consciously; further any harm committed accidentally or unconsciously is always expected to be repaired.

Table 4.6 item 3, regarding to creating conducive environment in the school, the computed mean score of teachers ($M = 2.48$, $SD=1.27$) indicated low on the issue and principals ($M=3.20$, $SD=1.12$) showed undecided on the same issue. On the others hand, the calculated t-test value ($t=-2.89$, $p<0.05$) showed that there is statistically significant difference between the two respondents about school leaders to creating conducive environment in the school. Therefore, it is understood that school leaders incompetent to creating conducive environment in the school. Interviewed PTSA said that;

There were low professional skill development activities in the schools due to lack of budget and lack of knowledge from concerned bodies on the issues. In addition KETB said that training helps the instructional leaders to master the tasks. But, they can't get training according to their interest and its necessity. They state that the shortage of school facilities and budget and time hinder to implement academic achievement issue in the school (PTSA, 5/06/2012).

As it can be seen in Table 4.4, deals with provides a clear guide for growth and action of teachers (see item, 4). In this regard, the computed mean score result for teachers indicated low ($M = 2.35$, $SD=1.12$) while principals ($M=2.90$, $SD=1.29$) perceived undecided level on the same issue. On the others hand, the calculated t-test value ($t=-2.36$, $p<0.05$) showed that there is statistically significant difference between the two respondents about school leaders provides a clear guide for growth and action of teachers. Similarly, (Harris and Chapman, 2002) indicates that the capacity building-building not only the knowledge and skills staff needs to accomplish organizational goals but also the dispositions to persist in applying that knowledge and skill.

Table 4.4, item 5, regarding to promote collaborative problem solving strategies or procedures, the calculated mean score result for teachers ($M=2.73$, $SD=1.36$) and principals ($M=2.93$, $SD=.994$) indicated that promote collaborative problem solving strategies or procedures is medium. This is confirmed by the t- test value ($t=-.769$, $P>0.05$). Therefore there is significant difference between teachers and principals' respondents in relation to providing promote collaborative problem solving strategies or procedures. Therefore, it is possible to infer that schools under the study inadequately promote collaborative problem solving strategies or procedures. This is confirm on the issue, the FGD stated that,

School principals need to develop best practice of the school; building trust and respect among the followers, collaborative problem solving strategies or procedures and communication among teachers were practiced inefficiently. Majority of FGD supported the above idea or barriers that hinder school leadership practices in order to in improving students' academic performance (FGD,8/06/2012).

As it can be seen in Table 4.4, item 6, regarding to providing individual support for teachers, the calculated mean score result for teachers ($M=2.10$, $SD=.897$) showed that low and while principals ($M=3.00$, $SD=.990$) indicated that providing individual support for teachers is undecided. This is confirmed by the t- test value ($t=-5.02$, $P<0.05$). Therefore there is significant difference between teachers and principals respondents about providing individual support for teachers. Therefore, it is possible to infer that schools under the study inadequately providing individual support for teachers. In addition, (Day, 2001) providing individualized support-educational leaders support staff by showing respect and concern about their personal feelings and needs. In supporting of this, (William & Carolyn, 2005) suggests that a leader's personal attention to employees' increases levels of enthusiasm and optimism, reduces frustration, transmits a sense of mission, and indirectly increases performance.

As it can be seen in Table 4.4 item 7, asks for school leaders supporting professional development of teachers. In this regard, the computed mean score result for teachers ($M=2.09$, $SD=1.01$) indicated low on the issue and principals ($M=2.83$, $SD=.985$) indicates that school leaders supporting professional development of teachers is undecided. This is confirmed by the t- test value ($t=-3.70$, $P<0.05$) showed that there is significant difference between teachers and principals respondents' about supporting professional development of teachers. It is

possible to understand that school leaders supporting professional development of teachers were poor.

As indicated in Table 4.4, item 8, asks for encourage teachers to attend the activities of the teaching and resource group or not. In this regard, the computed mean score for teachers ($M=2.03$, $SD=1.07$) showed that low on the issue and while ($M=3.10$, $SD=.994$) of principals also indicated that moderate on the same issue. This is confirmed by the t- test value ($t=-5.04$, $P<0.05$) this showed that there is significant difference between teachers and principals about encouragement of teachers to attend the activities of the teaching and resource group. Therefore, it is possible to infer that school leader' poorly encourage teachers to attend the activities of the teaching and resource group. Interviewed PTSA said that;

School leader unable to encouraging and promoting teacher's skills and ability through preparing different capacity building training in the school, therefore, school leaders should be always show a high degree of commitment in the implementation of their instructional leadership responsibilities, share best practice for other school leaders, must be aware of the documents about leadership and management as well as current educational policy, delegate instructional functions to concerned bodies, should focus on academic rather than administration work to prioritize instructional activities (PTSA, 12/06/2012).

4.3.3 Redesigning Organization

Develop effective working relation with stakeholders; mobilize communities for actively participating and supporting schools, develop effective working relation with stakeholders and provides teachers with a variety of opportunities to visit successful schools. These are presented in table 4.5 below.

Table 4.5: Redesigning Organization

S N	Items	Respondents Type				t- value	P- value
		Teachers (N=170)		Principals (N=30)			
		Mean	SD	Mean	SD		
1	Develop schools as effective organizations	2.12	1.20	3.16	.874	-4.50	*.000
2	Develop shared norms, values, beliefs and attitudes and promoting mutual caring and trust among staff	2.61	1.00	3.06	.907	-2.29	.023
3	Building collaborative processes	2.57	1.05	3.23	1.33	-3.02	*.003
4	Mobilize communities for actively participating and supporting schools	2.58	1.15	3.20	1.06	-2.72	*.007
5	Provide opportunities for staff to participate in decision making	2.67	1.16	2.76	1.27	-.412	.681
6	Develop effective working relation with stakeholders	2.49	1.28	2.93	1.17	-1.74	.082
7	Provide adequate time for professional skill development	2.72	1.69	3.13	1.19	-1.24	.214
8	Provides teachers with a variety of opportunities to visit successful schools	2.45	1.50	2.90	1.12	-1.52	*.028
9	Reasonably arranges human resources in the school	2.19	1.32	2.83	1.01	-2.52	*.013

Key: VL= Very Low (1.00-1.49) L=Low (1.50-2.49) M= Medium (2.50-3.49) H=High (3.50-4.49) VH=Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and p-value. According to Zaidaton and Bagheri (2009) the mean score below 1.49 was considered as very low the mean score from 1.50 up to 2.49 was considered as low, mean score from 2.50 -3.49 was considered as medium and above 3.50 up to 4.49 was considered as high and 4.50-5.00 was considers as very high. Significance level=0.05 *=Significant at $p < 0.05$, not significant at $p > 0.05$.

Further, it can be seen from above Table, item 1, the respondents were requested school leaders developing schools as effective organizations in order to redesigning or not. Regarding to this issue calculated mean scores of the teachers (M=2.12, SD=1.20) indicated low to develop schools as effective organizations and principals (M=3.16, SD=.874) showed undecided level on the same issue. This is proven by calculated t-test value ($t=-4.50$, $p<0.05$) shown that there is statistically significant difference between the two respondents on the issue. From this it can be infer that school leaders develop schools as effective organizations are substandard.

Table 4.5 item 2, regarding develop shared norms, values, beliefs and attitudes and promoting mutual caring and trust among staff. On this concern, the calculated mean score of teachers ($M=2.61$, $SD=1.00$) and principals ($M=3.06$, $SD=.907$) indicated that develop shared norms, values, beliefs and attitudes and promoting mutual caring and trust among staff is undecided. On the others hand, the calculated t-test value ($t=-2.29$, $p<0.05$) showed that even if the reply respondents found in the same rage there is statistically significant difference between the two respondents on the issue. Therefore, it is possible to realize that develop shared norms, values, beliefs and attitudes and promoting mutual caring and trust among staff are insufficient. Similarly, Sun's (2010) the practices of refining and organization reported moderate but significant effects on the majority of teacher attitudes and dispositions.

As it can be seen in Table 4.5, concerning to building collaborative processes (see item, 3). In this regard, the computed mean score result for teachers and principals ($M=2.57$, $SD=1.05$) and ($M=3.23$, $SD=1.33$) performed medium about school leaders to building collaborative processes in the school. On the other hand, the calculated t-test value ($t=-3.02$, $p<0.05$) showed that there is no statistically significant difference between the two respondents on the issue. In general, the above data showed that school leaders to building collaborative processes are unsatisfactory.

Table 4.5, item 4, asks for school leaders mobilize communities for actively participating and supporting schools. The computed mean score result for teachers ($M=2.58$, $SD=1.15$) and principals ($M=3.20$, $SD=1.06$) indicated that undecided level about mobilize communities for actively participating and supporting schools. This is confirmed by the t- test value ($t=-2.72$, $P<0.05$) this showed that there is significant difference between teachers and principals respondents about mobilize communities for actively participating and supporting schools. Therefore, it is possible to infer that school leaders to mobilize communities for actively participating and supporting schools are insufficiently.

As it can be seen in Table 4.5 item 5, concerning provide opportunities for staff to participate in decision making, the calculated mean score of teachers ($M=2.67$, $SD=1.16$) and principals ($M=2.76$, $SD=1.27$) indicated that provide opportunities for staff to participate in decision making is medium. On the others hand, the calculated t-test value ($t=-.412$, $p>0.05$) showed that there is no statistically significant difference between the two group of respondents about providing opportunities for staff to participate in decision making. Therefore, it is possible to

recognize that school leaders inadequately provide opportunities for staff to participate in decision making.

Further, it can be seen from above table of the item 6, the respondents were needed to show their level of the agreement about school leaders to develop effective working relation with stakeholders or not. On this concern, the calculated mean of teachers ($M=2.49$, $SD=1.28$) indicated low and principals ($M=2.93$, $SD=1.17$) showed that medium about develop effective working relation with stakeholders. On the other hand, the calculated t-test value ($t=-1.74$, $p<0.05$) showed that there is statistically significant difference between the teachers and principals about school leaders to develop effective working relation with stakeholders.

As it can be seen in Table 4.5, item 7, concerning to provide adequate time for professional skill development. The computed mean score result for teachers ($M=2.72$, $SD=1.69$) and principals ($M=3.13$, $SD=1.19$) indicated that undecided level about provide adequate time for professional skill development. This is confirmed by the t- test value ($t=-1.24$, $P>0.05$) this showed that there is no significant difference between teachers and principals respondents about provide adequate time for professional skill development. Therefore, it is possible to infer that school leaders to provide adequate time for professional skill development are inadequately.

As it can be seen in Table 4.5, deals with provides teachers with a variety of opportunities to visit successful schools (see item 8). In this regard, the computed mean score result for teachers indicated low ($M = 2.45$, $SD=1.50$) while principals ($M=2.90$, $SD=1.12$) perceived undecided level on the same issue. On the others hand, the calculated t-test value ($t=-1.52$, $p<0.05$) showed that there is statistically significant difference between the two respondents about provides teachers with a variety of opportunities to visit successful schools.

Table 4.5, item 9, in relation to reasonably arrange human resources in the school, on this concern, the calculated mean score of teachers ($M=2.19$, $SD=1.32$) performed that low on the issue while principals ($M=2.83$, $SD=1.01$) indicated that reasonably arranges human resources in the school it is undecided. On the others hand, the calculated t-test value ($t=-2.52$, $p<0.05$) showed that there is statistically significant difference between the two respondents on the reasonably arranges human resources in the school.

4.3.4 Managing Instructional Program

The following table presents about the practices of school leadership in relation to managing instructional program such as provide timely feedback to teachers encourages the teachers to consider new ideas for their teaching, evaluate teachers work progress based on school goals and use of actual learning and continues assessment techniques. These are presented in table 4.6 below.

Table 4.6: Managing Instructional Program

SN	Items	Respondents Type				t- value	P- value
		Teachers (N=170)		Principals (N=30)			
		Mean	SD	Mean	SD		
1	Provide timely and informative feedback to teachers	2.53	1.50	2.90	1.53	-1.21	.225
2	Maximize pupils’ performance	2.05	1.10	2.53	1.67	-1.98	*.049
3	Improve the school buildings and its facilities	2.56	1.67	2.66	1.53	-.311	.756
4	Provide clear instruction frame work	2.54	1.71	2.60	1.49	-.176	.860
5	Use of actual learning and continues assessment techniques	2.80	1.60	2.53	1.42	1.49	*.041
6	Identify the learners according to their ability	2.44	1.56	2.30	1.29	.467	.647
7	Encourages the teachers to consider new ideas for their teaching	2.70	1.55	3.07	1.60	1.16	.244
8	Encourages team teaching in the schools	2.51	1.50	2.46	1.38	.153	.878
9	Provide timely feedback to teachers after visiting classes	2.21	1.33	2.33	1.32	-.460	.646
10	Evaluate teachers work progress based on school goals	2.38	1.43	2.73	1.55	-1.21	.225
11	Gives teachers individual support to help improving teaching practices	2.65	1.38	3.20	1.34	-1.98	.068

Key: VL= Very Low (1.00-1.49) L=Low (1.50-2.49) M= Moderate (2.50-3.49) H=High (3.50-4.49) VH=Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and p-value. According to Zaidaton and Bagheri (2009) the mean score below 1.49 was considered as very low the mean score from 1.50 up to 2.49 was considered as low, mean score from 2.50 -3.49 was considered as medium and above 3.50 up to 4.49 was considered as high and 4.50-5.00 was considers as very high. Significance level=0.05 *=Significant at $p < 0.05$, not significant at $p > 0.05$.

As it can be seen in Table 4.6, deals with provide timely and informative feedback to teachers, the computed mean score result for teachers (M=2.53, SD=1.50) and principals (M=2.90, SD=1.53) performed undecided on the issue. On the others hand, the calculated t-test value (t=-1.21, $p > 0.05$) showed that there is no statistically significant difference between the two respondents about provide timely and informative feedback to teachers. In general, the above

data showed that the school leaders provide timely and informative feedback to teachers inadequately.

Table 4.6, respondents were requested school leaders maximize pupils' performance in order to managing instructional program or not (see item, 2). In this regard, the computed mean score result for teachers indicated low ($M=2.05$, $SD=1.10$) while principals ($M=2.53$, $SD=1.67$) perceived undecided level on the same issue. On the other hand, the calculated t-test value ($t=-1.98$, $p<0.05$) showed that there is statistically significant difference between the two respondents about maximize pupils' performance. In general, the above data showed that school leaders maximizing pupils' performance under managing instructional program were low.

As it can be seen in Table 4.6 item 3, concerning to improving the school buildings and its facilities, the calculated mean score of teachers ($M=2.56$, $SD=1.67$) and principals ($M=2.66$, $SD=1.53$) showed undecided level on the issue. Similarly, the calculated t-test value ($t=-.311$, $p>0.05$) showed that there is no statistically significant difference between the two group of respondents about to improve the school buildings and its facilities. Therefore, it is possible to realize that school leaders' poorly improve the school buildings and its facilities.

Table 4.6, asks for school leaders provide clear instruction framework or not (see item, 4), on this concern, the calculated mean score of teachers ($M=2.54$, $SD=1.71$) and principals ($M=2.60$, $SD=1.49$) indicated undecided about provide clear instruction framework. In the same way, the calculated t-test value ($t=-.176$, $p>0.05$) showed that there is no statistically significant difference between the two group of respondents on the issue. In general data showed that school leaders unable to provide clear instruction framework to manage instructional program.

Further, in the above Table, item 5, respondents were requested school leaders use of actual learning and continue assessment techniques to manage instructional program or not. In this regard, the computed mean score result for teachers performed undecided ($M=2.80$, $SD=1.60$) and while principals ($M=2.33$, $SD=1.42$) indicated low level on the same issue. On the other hand, the calculated t-test value ($t=1.49$, $p<0.05$) showed that there is statistically significant difference between the two respondents about the use of actual learning and continues assessment techniques.

As it can be seen in Table 4.6 item 6, concerning to identify the learners according to their ability, the calculated mean score of teachers ($M=2.44$, $SD=1.56$) and principals ($M=2.30$, $SD=1.29$) showed undecided level on the issue. Similarly, the calculated t-test value ($t=.467$, $p>0.05$) showed that there is no statistically significant difference between the two group of respondents about to identify the learners according to their ability. Therefore, it is possible to realize that school leaders' identify the learners according to their ability are substandard.

Table 4.6, asks for school to encourage the teachers to consider new ideas for their teaching or not (see item, 7). In this concern, the calculated mean score of teachers ($M=2.70$, $SD=1.55$) and principals ($M=3.07$, $SD=1.16$) showed that undecided on the above issue. In the same way, the calculated t-test value ($t=1.16$, $p>0.05$) showed that there is no statistically significant difference between the two group of respondents on the issue. Therefore, the above data showed that school leaders unable to encourage the teachers to consider new ideas for their teaching to manage instructional program.

Table 4.6, respondents were requested school leaders to encourage team teaching in the schools in order to managing instructional program or not (see item, 8). The computed mean score result for teachers ($M=2.51$, $SD=1.50$) and principals ($M=2.53$, $SD=1.67$) performed low level on the issue. On the others hand, the calculated t-test value ($t=.153$, $p<0.05$) showed that there is statistically significant difference between the two respondents to encourage team teaching in the schools. It is possible to say that school leaders encouraging team teaching in the schools in order to managing instructional program are poor.

As it can be seen in Table 4.6, item 9, asks for school leaders provide timely feedback to teachers after visiting classes. On this concern, the computed mean score result for teachers ($M=2.21$, $SD=1.33$) and principals ($M=2.33$, $SD=1.32$) showed that provide timely feedback to teachers after visiting classes is low. On the others hand, the calculated t-test value ($t=-.460$, $p<0.05$) showed that there is statistically significant difference between the two respondents providing timely feedback to teachers after visiting classes. Therefore, the data revealed that school leaders don't providing timely feedback to teachers after visiting classes.

Table 4.6, respondents were requested school leaders evaluate teachers work progress based on school goals in order to managing instructional program or not (see item, 10). In this regard, the computed mean score result for teachers indicated low ($M=2.38$, $SD=1.43$) while

principals ($M=2.73$, $SD=1.55$) performed medium level on the same issue. On the others hand, the calculated t-test value ($t=-1.21$, $p>0.05$) showed even if the both respondents reply were different, however, there is no statistically significant difference between the two respondents about to evaluate teachers work progress based on school goals.

As it can be seen in Table 4.6, item 11, asks for school leaders' gives teachers' individual support to help improving teaching practices. In this regard, the computed mean score result for teachers ($M=2.65$, $SD=1.38$) and principals ($M=3.20$, $SD=1.34$) indicated that to give teachers individual support to help improving teaching practices is undecided. On the others hand, the calculated t-test value ($t=-1.98$, $p>0.05$) showed that there is no statistically significant difference between the two respondents about the gives teachers individual support to help improving teaching practices. Therefore, the above data showed that school leaders give teachers individual support to help improving teaching practices are insufficient.

4.4 The extents of school principal employs shared leadership to enhance students' academic achievement

The following table presents about the extent the school principal employ shared leadership to enhance students' academic achievement such as the school leaders collaborate regularly with team members to achieve goals, the school team members trust each other to work effectively get job done, the school team has a shared vision with agreed up on goals, school leaders know what strength and skills each of the other team members possesses and subject department coordinators play an important leadership role.

Table 4.7: School principal employs shared leadership to enhance students' academic achievement

S N	Items	Respondents Type				t-value	p- value
		Teachers (N=170)		Principals (N=30)			
		Mean	SD	Mean	SD		
1	The school leaders collaborate regularly with team members to achieve goals	2.45	1.30	2.50	1.39	-.276	.783
2	The school team members trust each other to work effectively get job done	2.59	1.23	2.73	1.24	-.874	.383
3	The school team has a shared vision with agreed up on goals	2.53	1.39	2.79	1.18	-1.46	.144
4	School leaders know what strength each of the other team members possesses	2.37	1.30	2.62	1.34	-1.43	.153
5	The leaders are skillful in building strong relationships between the school and stakeholders	2.42	1.30	2.73	1.24	-1.80	.072
6	A think of leadership, shared mission to learn and construct knowledge collaboratively	2.59	1.32	2.68	1.29	-.513	.609
7	The school leaders decisions made with team members in involving decision process	2.39	1.08	2.73	1.24	-2.30	.022
8	School leaders preparing experience sharing programs in school	2.66	1.27	2.81	1.15	-.957	.339
9	School leaders didn't possess communication skill to define tasks and objectives successfully and clearly	2.73	1.25	2.79	1.18	-.340	.734
10	Department coordinators play an important role to promote leadership	2.63	1.33	3.04	1.22	-2.43	.015

Key: VL= Very Low (1.00-1.49) L= Low (1.50-2.49) M= Medium (2.50-3.49) H=High (3.50-4.49) VH= Very High (4.50-5.00). M- is mean, SD- is standard deviation. According to Zaidaton and Bagheri (2009) the mean score below 2.50 was considered as low the mean score from 2.50 up to 3.49 was considered as medium and mean score above 3.50 up to 5.00 was considers as High.

As it can be seen in Table 4.7, item 1, respondents were requested that whether the school leaders collaborate regularly with team members to achieve goals, the computed mean score result for teachers (M=2.45, SD=1.30) and principals (M=2.50, SD=1.39) indicated that to give teachers individual support to help improving teaching practices is medium. On the others hand, the calculated t-test value ($t=-.276$, $p>0.05$) showed that there is no statistically significant difference between the two respondents in relation to the school leaders collaborate regularly with team members to achieve goals. Therefore, the above data showed that the school leaders collaborate regularly with team members to achieve goals are insufficient.

Table 4.7, asks for the school team members trust each other to work effectively get job done or not (see item, 2). In this concern, the calculated mean score of teachers ($M=2.59$, $SD=1.23$) and principals ($M=2.73$, $SD=1.24$) showed that medium on the above issue. In the same way, the calculated t-test value ($t=-.874$, $p>0.05$) showed that there is no statistically significant difference between the two group of respondents on the issue. Therefore, the above data showed that the school team members trust each other to work effectively get job done.

Table 4.7, respondents were requested the school team has a shared vision with agreed up on goals or not (see item, 3). The computed mean score result for teachers ($M=2.53$, $SD=1.39$) and principals ($M=2.79$, $SD=1.18$) performed low level on the issue. On the others hand, the calculated t-test value ($t=-1.46$, $p>0.05$) showed that there is no statistically significant difference between the two respondents to the school team has insufficiently shared vision with agreed up on goals.

As it can be seen in Table 4.5, concerning to school leaders know what strength each of the other team members possesses (see item, 4). In this regard, the computed mean score result for teachers and principals ($M=2.37$, $SD=1.30$) and ($M=2.62$, $SD=1.34$) performed medium about school leaders know what strength each of the other team members possesses. On the other hand, the calculated t-test value ($t=-1.43$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. In general, the above data showed that school leaders know what strength each of the other team members possesses are unsatisfactory.

Table 4.7, item 5, asked for the leaders are skillful in building strong relationships between the school and stakeholders or not. The computed mean score result for teachers ($M=2.42$, $SD=1.30$) showed low level on the issue and principals ($M=2.73$, $SD=1.24$) indicated that medium level in relation to the leaders are skillful in building strong relationships between the school and stakeholders. This is confirmed by the t- test value ($t=-1.80$, $P>0.05$) this showed that there is significant difference between teachers and principals respondents in relation to the leaders are skillful in building strong relationships between the school and stakeholders. Therefore, it is possible to infer that the leaders are skillful in building strong relationships between the school and stakeholders are inadequately.

Table 4.7, item 6, concerning the think of leadership, shared mission to learn and construct knowledge collaboratively. The computed mean score result for teachers ($M=2.59$, $SD=1.32$)

and principals ($M=2.68$, $SD=1.29$) indicated that moderate level in relation to leadership, shared mission to learn and construct knowledge collaboratively. This is confirmed by the t-test value ($t=-.513$, $P>0.05$) this showed that there is significant difference between teachers and principals respondents on the issue. Therefore, it is possible to infer that the leadership, shared mission to learn and construct knowledge collaboratively is inadequately.

As it can be seen in Table 4.5, concerning to the school leaders decisions made with team members in involving decision process (see item, 7). In this regard, the computed mean score result for teachers and principals ($M=2.39$, $SD=1.08$) and ($M=2.73$, $SD=1.24$) performed medium about the school leaders decisions made with team members in involving decision process. On the other hand, the calculated t-test value ($t=-1.43$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. In general, the above data showed that the school leaders poorly made decisions with team members in involving decision process.

Table 4.7, item 8, respondents were requested that school leaders whether preparing experience sharing programs in school or not. The computed mean score result for teachers ($M=2.66$, $SD=1.27$) showed low level on the issue and principals ($M=2.81$, $SD=1.15$) indicated that medium level in relation to school leaders preparing experience sharing programs in school. This is confirmed by the t- test value ($t=-.957$, $P>0.05$) this showed that there is significant difference between teachers and principals respondents in relation to the school leaders preparing experience sharing programs in school. Therefore, it is possible to infer that the school leaders preparing experience sharing programs in school are inadequately.

As it can be seen in Table 4.5, asked for school leaders possess communication skill to define tasks and objectives successfully and clearly (see item, 9). In this regard, the computed mean score result for teachers and principals ($M=2.73$, $SD=1.25$) and ($M=2.79$, $SD=1.18$) performed medium about school leaders possess communication skill to define tasks and objectives successfully and clearly. On the other hand, the calculated t-test value ($t=-.340$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. In general, the above data showed that school leaders poorly possess communication skill to define tasks and objectives successfully and clearly.

As it can be seen in Table 4.7, item 10, department coordinators play an important role to promote leadership or not. The computed mean score result for teachers ($M=2.63$, $SD=1.33$) showed low level on the issue and principals ($M=3.04$, $SD=1.22$) indicated that medium level in relation to the leaders are skillful in building strong relationships between the school and stakeholders. This is confirmed by the t- test value ($t=-2.43$, $P>0.05$) this showed that there is significant difference between teachers and principals respondents in relation to the department coordinators play an important role to promote leadership. Therefore, it is possible to infer that the department coordinators insufficiently play an important role to promote leadership.

4.5 The challenges for school leadership in improving students' academic achievement

The following table presents the challenges for school leadership in improving students' academic achievement includes lack of adequate training towards school leadership and management, lack of courage and commitment of the principals and lack of confidence on the part of principals to exercise leadership, lack of experience to manage and mobilize the school community towards shared goals, lack of regular supervisory support from the concerned education officials, shortage of adequate guidance and support from higher official. These are presented in table 4.8 below.

Table 4.8: Challenges for school leadership in improving students' academic achievement

S N	Items	Respondents Type					
		Teachers (N=170)		Principals (N=30)		Aggregate Mean	Mean Rank
		Mean	SD	Mean	SD		
1	Lack of adequate class room in the school	3.56	1.23	3.76	.678	3.66	15 th
2	Lack of facilitating favorable conditions to make parents to participate in different	3.55	1.22	3.86	.571	3.70	14 th
3	Shortage of teaching materials such as text	3.70	1.29	3.90	.402	3.80	11 th
4	Lack of adequate training towards school leadership and management	3.63	1.22	4.23	.430	3.93	8 th
5	Lack of experience to manage and mobilize the school community	4.12	1.51	3.66	.884	3.89	9 th
6	Lack of regular supervisory support from the concerned education officials	4.40	1.20	3.70	.915	4.05	4 th
7	Administrative work load	3.42	1.46	3.80	.761	3.61	16 th
8	Resource constraint to each activity	3.95	1.24	3.63	.808	3.79	12 th
9	Shortage of adequate guidance and support	3.60	1.59	4.10	.607	3.85	10 th
10	Unwillingness of leaders to allow shared leadership	4.10	1.45	4.23	.430	4.16	1 st
11	Lack of courage and commitment of the principals	4.06	1.13	3.83	.647	3.94	7 th
12	Lack of confidence on the part of principals to exercise leadership	4.31	.858	3.96	.182	4.13	3 rd
13	Teachers' resistance to change	4.29	.818	4.00	.000	4.14	2 nd
14	Teachers lack of commitment	4.12	.982	3.80	.761	3.96	6 th
15	Teachers turnover	3.50	1.47	3.93	.253	3.71	13 th
16	Untimely transfer of teachers	4.08	.999	3.90	.305	3.99	5 th

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) N= Neutral (2.50-3.49) A=Agree (3.50-4.49) SA=Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and p-value. According to Zaidaton and Bagheri (2009) the mean score below 1.49 was considered as strongly disagree the mean score from 1.50 up to 2.49 was considered as disagree, mean score from 2.50-3.49 was considered as neutral and above 3.50 up to 4.49 was considered as agree and 4.50-5.00 was considers as strongly agree.

As it can be seen in Table 4.8, teachers rated lack of regular supervisory support from the concerned education officials (M=4.40, SD=1.20), teachers' resistance to change (M=4.29, SD=.818), lack of confidence on the part of principals to exercise leadership (M=4.31, SD=.858), teachers lack of commitment (M=4.12, SD=.982), lack of experience to manage and mobilize the school community towards shared goals (M=4.12, SD=1.51), unwillingness of leaders to allow shared leadership (M=4.10, SD=1.45), lack of courage and commitment of the principals (M=4.06, SD=1.13), resource constraint to each activity (M=3.95, SD=1.24), shortage of teaching materials such as text book, stationary (M=3.70, SD=1.29), lack of adequate training towards school leadership and management (M=3.63, SD=1.22), shortage of

adequate guidance and support from higher official (M=3.60, SD=1.59), lack of adequate class room in the school (M=3.56, SD=1.23), lack of facilitating favorable conditions to make parents to participate in different school activities (M=3.55, SD=1.22), teachers turnover (M=3.50, SD=1.47) and administrative work load (M=3.42, SD=1.46) were reported as the major challenges that impedes school leadership in improving students' academic achievement. In addition KETB during interview pointed out that;

The major challenges that faced school leaders during leadership practices, poor communications among staffs lack of courage and commitment of the school leadership, use of inappropriate instructional technology by students and staff, over-loaded administrative work, lack of school facilities and lack of teachers facilitation role. Majority of the interview respondents supported the above ideas about the school leadership in improving students' academic achievement (003, 16/06/2012).

On the other hand principals' respondents rated that lack of adequate training towards school leadership and management (M=4.23, SD=.430), unwillingness of leaders to allow shared leadership (M=4.23, SD=.430), shortage of adequate guidance and support from higher official (M=4.10, SD=.607), teachers' resistance to change (M=4.00, SD=.000), lack of confidence on the part of principals to exercise leadership (M=3.96, SD=.182), teachers turnover (M=3.93, SD=.253), shortage of teaching materials such as text book, stationary (M=3.90, SD=.402), untimely transfer of teachers (M=3.90, SD=.305), lack of facilitating favorable conditions to make parents to participate in different school activities (M=3.86, SD=.571), lack of courage and commitment of the principals (M=3.83, SD=.647), teachers lack of commitment (M=3.80, SD=.761), administrative work load (M=3.80, SD=.761), lack of adequate class room in the school (M=3.76, SD=.678), lack of regular supervisory support from the concerned education officials (M=3.70, SD=.915), lack of experience to manage and mobilize the school community towards shared goals (M=3.66, SD=.884), resource constraint to each activity (M=3.63, SD=.808) were reported sever challenges that impedes school leadership in improving students' academic achievement. One interview participant of KETB asserted that:-

School leaders have gaps in communicating educational goals, objectives, strategies and plan with students, teachers and other school communities in order to in improving students' academic performance. And also leaders don't encourage, motivate by provide timely feedback that teachers need for improving their practice and promoting pupils academic achievement. Therefore, this the major challenges

for school leaders to accomplish successful teaching and learning process (002, 13/06/2012).

Therefore, both respondents reported that unwillingness of leaders to allow shared leadership (M=4.16), teachers' resistance to change (M=4.14), lack of confidence on the part of principals to exercise leadership (M=4.13), lack of regular supervisory support from the concerned education officials (M=4.05) were found to be very severe challenges that impeded school leadership in improving students' academic achievement. Untimely transfer of teachers (M=3.99), teachers lack of commitment (M=3.96), lack of courage and commitment of the principals (M=3.94), lack of experience to manage and mobilize the school community towards shared goals (M=3.89), shortage of adequate guidance and support from higher official (M=3.85) and shortage of teaching materials such as text book and stationary (M=3.80) were reported as moderate challenges that impeded school leadership in improving students' academic achievement. On the other hand, resource constraint to each activity (M=3.79), teachers turnover (M=3.71), lack of facilitating favorable conditions to make parents to participate in different school activities (M=3.70), lack of adequate class room in the school (M=3.66) and administrative work load (M=3.61) were reported least challenges that impeded school leadership in improving students' academic achievement. In addition the interview PTSA showed that;

School leaders effort to solve learners academic achievement, obstacle by shortage of teaching materials like laboratory equipment's; library reference books, students' text book, computer and resource center materials and lack of adequate guidance and counseling service for students (01, 7/06/2012).

In addition the interview and FGD result showed that;

The main factors that affect the practices of school leadership in improving students' academic performance are; absence of collaboration or cooperation, miss-understanding of community and ineffective supervision, inadequate funding and facilities. Majority of FGD supported the above idea or barriers that hinder school leadership practices in order to in improving students' academic performance, 9/06/2012).

In addition, MoE (2007) many leaders feel frustrated by supervisor's reluctance to deal with poor performance, often due to the perceived difficulty of legal and industrial issues involved. Due to the lack commitment of the school society, other stakeholders and non-government organization are not enough to solve the problem of the school by providing instructional materials and other financial supporting; currently schools lack the required educational

inputs (MoE, 2007). In other words, lack of resources (financial, physical, or human) can be a serious obstacle to carry out his task effectively. A principal may want to lead and the situation and expectations of others may call for his leadership. Nevertheless, if resources necessary to implement his or her leadership are inadequate, the principal will face a significant impediment (Roza, 2016). Lack of adequate training, low stakeholders participation, poor performance of school principals, lack of educational input, lack of resources, poor planning, lack of training and professional development of school principals, lack of school facility were factors that hampering school leadership in improving students' academic achievement were lack of conducive environment in school (Getachew, 2013)

4.5 Strategies might be put in place to improve the students' achievement

This part of the analysis describes about t strategies might be put in place to improve the students' achievement includes like providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess, communicating school goals, to students, teachers and parents, providing resource for teachers, setting common educational goals, objectives, strategies and plan, providing textbook, teacher guidelines and other teaching materials, teachers and parents to improve teaching-learning process. These are presented in table 4.9 below.

Table 4.9: Strategies might be put in place to improve the students' achievement

S N	Items	Respondents Type					
		Teachers (N=170)		Principals (N=30)		Aggregate Mean	Rank
		Mean	SD	Mean	SD		
1	Setting common educational goals, objectives, strategies and plan	4.00	1.15	4.20	.550	4.10	4 th
2	Maintaining positive relationship with student, teachers and parents	4.35	.628	3.63	1.06	3.99	7 th
3	Communicating school goals, to students, teachers and parents	4.58	.718	4.06	.253	4.32	2 nd
4	Providing follow-up and supervision to ensure that education policies	4.51	.739	4.20	.406	4.35	1 st
5	Providing resource for teachers	4.39	.715	3.93	.520	4.16	3 rd
6	Providing incentives for teachers	4.19	.924	3.76	.727	3.97	9 th
7	Monitor, evaluate and support teaching-learning process	3.37	1.32	4.10	.607	3.73	
8	Providing feedback to teachers need to improving their practices	3.90	1.03	4.10	.305	4.00	6 th
9	Providing textbook, teacher guidelines and other teaching materials	4.02	.886	4.03	.182	4.03	5 th
10	Maintaining students for learning achieve better	3.84	1.12	4.13	.434	3.98	8 th
11	Providing participatory and collaborative leadership	3.30	1.46	4.00	.371	3.65	13 th
12	Promote well-organized programs for continuous professional development	3.53	1.19	4.16	.379	3.84	11 th
13	Creating conducive teaching learning environment	3.35	1.29	4.03	.182	3.69	12 th
14	Solving problems pro-actively	3.78	.817	3.90	.803	3.97	9 th

Note: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A=Agree (3.50-4.49) SA=Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and p-value. According to Zaidaton and Bagheri (2009) the mean score below 1.49 was considered as strongly disagree the mean score from 1.50 up to 2.49 was considered as disagree, mean score from 2.50 -3.49 was considered as moderate and above 3.50 up to 4.49 was considered as agree and 4.50-5.00 was considers as strongly agree.

As it can be seen in Table 4.9, teachers rated as communicating school goals, to students, teachers and parents (M=4.58), providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess (M=4.51), providing resource for teachers (M=4.39), maintaining positive relationship with student, teachers and parents to improve teaching-learning process (M=4.35), providing incentives for teachers (M=4.19), providing textbook, teacher guidelines and other teaching materials (M=4.02), setting common educational goals, objectives, strategies and plan (M=4.00), providing feedback to teachers need to improving their practices (M=3.90), maintaining students for learning

achieve better (M=3.84), solving problems pro-actively (M=3.78), promote well-organized programs for continuous professional development of teachers (M=3.53), monitor, evaluate and support teaching-learning process (M=3.35) and providing participatory and collaborative leadership (M=3.30) were reported that the valuable suggestions that might be put in place to improve students' academic achievement.

On the other hand principal's respondents reported that setting common educational goals, objectives, strategies and plan (M=4.20), providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess (M=4.20), promote well-organized programs for continuous professional development of teachers (M=4.16), maintaining students for learning achieve better (M=4.13), monitor, evaluate and support teaching-learning process (M=4.10), providing feedback to teachers need to improving their practices (M=4.10), communicating school goals, to students, teachers and parents (M=4.06), providing textbook, teacher guidelines and other teaching materials (M=4.03), creating conducive teaching learning environment (M=4.03), providing resource for teachers (M=3.93), solving problems pro-actively (M=3.90), providing incentives for teachers (M=3.76) and maintaining positive relationship with student, teachers and parents to improve teaching-learning process (M=3.63) were rated as the valuable suggestions that might be put in place to improve students' academic achievement in their respective order.

In addition to quantitative analysis review of related literature show that personal and strategic challenge has identified as being at the school leadership includes, ensuring consistently good teaching and learning, integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum, managing behavior and attendance, strategically managing resources and the environment, building the school as a professional learning community, and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities (Printy, 2010). Thus, proper management of school resource, working in collaboration with all stakeholders like teachers, students and community have significant support in improving students' academic achievement.

Therefore, both teachers and principals' respondents reported as providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess, communicating school goals, to students, teachers and parents, providing resource for

teachers, setting common educational goals, objectives, strategies and plan, providing textbook, teacher guidelines and other teaching materials, maintaining positive relationship with student, teachers and parents to improve teaching-learning process, maintaining students for learning achieve better, solving problems pro-actively, providing incentives for teachers, promote well-organized programs for continuous professional development of teachers, creating conducive teaching learning environment and providing participatory and collaborative leadership were rated as the valuable suggestions that might be put in place to improve students' academic achievement. Similarly, Liethwood and Roehl (2005) states that some of these reviews included whatever leadership practices were measured by the available research, some were based on evidence collected in non-school contexts, and some had their roots in theories or 'models' of either instructional or transformational leadership.

In general, from the above findings summarize that the major suggestions that might be put in place to improve students' academic achievement were providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess, communicating school goals, to students, teachers and parents, providing follow-up and supervision to ensure that education policies, strategies, setting common educational goals, objectives, strategies and plan and providing textbook, teacher guidelines and other teaching materials.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter deals with the summary of major findings, conclusion and recommendation. The major purpose of the study was to investigate role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone. To achieve the purposes of the study, the researcher guided by the following research questions:

- 1) What is the role of school leadership to improving students' academic achievements' in Sidama Zone?
- 2) To what extent the school principal employ shared leadership to enhance students' academic achievement?
- 3) What are the challenges for school leadership in improving students' academic achievement?

The researcher used descriptive statistics; including frequency, percentage, mean, and standard deviation to analyze the quantitative data and, researcher also used inferential statistics an independent sample t-test. Setting the alpha level of significance at five percent ($\alpha=0.05$), to determine whether groups of scores are significantly different, all collected quantitative data were analyzed using version 21 of Statistical Package for the Social Sciences (SPSS). The content analysis (inductive) approach was also used to analyze the qualitative data. On the basis of the results and the discussions of the collected data, the following major findings are drawn:

5.1.1 Regarding to Respondents Characteristics

- Analysis of the teachers 147(86.5%) and principals 24(80%) demographic data demonstrated that majority of them were male; participants were included from different age groups and great majority were within the active working age groups; had less than ten years of experience in the teaching profession and leadership position; and only a few of them had second degree in different subject areas and school leadership.

5.1.2 The role of leadership of school leadership to improving students' academic achievements'

a) Setting Directions

- The studies showed that developing a set of annual school-wide goals focused on student learning and establish measurable goals aligned to the vision and mission of academic success for students were low.
- The study also indicated that to ensuring the school's goals are reflected in highly visible displays in the schools and setting common vision, mission and goals of the future for students' academic achievement, expressing confidence on the direction of goals to be achieved and communicate the school's goals effectively to staff, student and parents were rated at moderate level.
- In the study concerning leaders communicating school goals were found to be very seriously problems of principals in instructional leadership practices. Study showed that annual school goals not focused student learning, lack of communication the school goal effectively for school community.

b) Developing People

- Respondents showed that encourage teachers to attend the activities of the teaching and resource group, promoting communication among teachers, supporting professional development for teachers, providing individual support for teachers and developing best practice of the school, providing clear guide for growth and action of teachers, creating conducive environment in the school in order to improving students' academic performance were poorly performed.
- Study showed that the school leaders to promote collaborative problem solving strategies or procedures and build trust and respect among the followers were substandard.

c) Redesigning Organization

- The study indicated that reasonably arranges human resources in the school, provides teachers with a variety of opportunities to visit successful schools and develop effective working relation with stakeholders were low.
- Study participants revealed that school leaders building collaborative processes, mobilize communities for actively participating and supporting schools, develop shared norms,

values, beliefs and attitudes and promoting mutual caring and trust among staff and provide opportunities for staff to participate in decision making to improve learners academic performance were insufficiently performed.

d) Managing Instructional Program

- The findings of study revealed that provide timely feedback to teachers after visiting classes, maximize pupils' performance, identify the learners according to their ability and encourages team teaching in the schools to promote managing instructional program and supporting to improve student academic performance were low.
- The findings of study also showed that evaluate teachers work progress based on school goals, use of actual learning and continues assessment techniques, provide clear instruction frame work, improve the school buildings and its facilities and provide timely and informative feedback to teachers were rated at medium level.

5.1.3 Extent of school principal employ shared leadership to enhance students' academic achievement

- Study revealed that the school leaders collaborate regularly with team members to achieve goals and shared vision with agreed up on goals and to strength each of the other team members possesses to enhance students' academic achievement were low.
- Study showed that school leaders in building strong relationships between the school and stakeholders and the extent of decisions made with team members in involving decision process and possess communication skill to define tasks and objectives were poorly.

5.1.4 The challenges for school leadership in improving students' academic achievement

- Study revealed that unwillingness of leaders to allow shared leadership, teachers' resistance to change, lack of confidence on the part of principals to exercise leadership, lack of regular supervisory support from the concerned education officials and untimely transfer of teachers, teachers lack of commitment were reported as the major challenges that impedes school leadership in improving students' academic achievement.

5.1.5 Strategies might be put in place to improve the students' achievement

- The finding of study revealed that providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess, communicating school goals, to students, teachers and parents, providing resource for teachers, setting common educational goals, objectives, strategies and plan, providing textbook, teacher

guidelines and other teaching materials, maintaining positive relationship with student, teachers and parents to improve teaching-learning process were rated as the valuable suggestions that might be put in place to improve students' academic achievement.

5.2 Conclusions

Based on the findings of this study, the following conclusions were drawn.

It can be concluded that the extent of school leadership roles in improving students' academic performance such as develop a set of annual school-wide goals focused on student learning, establish measurable goals aligned to the vision and mission of student's academic success, developing best practice of the school, building collaborative processes, provide timely feedback for stakeholders and opportunities for staff to participate in decision making were low. This indicated that efforts made by school leadership to improve students' academic achievement were minimum low. Therefore, study it can be concluded that school leadership were not improving students 'academic performance, thus, this may have negative impact on students academic achievement.

On the other hand study concluded that unwillingness of leaders to allow shared leadership, lack of confidence on the part of principals to exercise leadership, irregular supervisory support from the concerned education officials, lack of courage and commitment of the principals, lack of experience to manage and mobilize the school community towards shared goals and shortage of adequate guidance and support from higher official were the major challenges that may hamper students' academic achievement in particular and quality of education in general. This is due to school leaders don't effective performed their roles with focus of students' academic achievement.

5.3 Recommendations

Based on the findings and conclusion drawn, the following recommendations were proposed.

- 1) The study showed that school leadership practices in study areas were not successfully performing in relation to promoting students' academic achievement. And this has to start with introducing leaders with appropriate school leadership practices behaviors and skills. In doing so, school leader and Woreda education office needs to define the school leadership practices in terms of setting directions, developing people, redefining and aligning the organization, improving the teaching and learning programme, supervising instruction, monitoring student progress and promoting the school learning climate as well

as providing long and short term training in order to equip them with appropriate knowledge and skill in the area.

- 2) The study shows that reducing various factors influencing the school leadership better to use different system for the success of leaders. In this endeavor, the most important and worthy recommendation is, that the Woreda education office should set criteria for selecting and appointing school leadership.
- 3) As study reveals, lack of courage and commitment of the principals, lack of experience to manage and mobilize the school community towards shared goals and shortage of adequate guidance and support from higher official. The school leaders suggest taking the responsibility and initiative to influence the Woreda Education Office/Zone to provide the necessary resources timely and adequately.
- 4) Findings showed that the strategies that might be put in place to improve students' academic achievement were providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess and communicating school goals to students. In line with this the strategies in the selection of school leaders should take into consideration the higher level of educational attainment of school leaders. Woreda education office should providing seminars, workshops on the improvement of teacher leader work relationships could be the other alternative.
- 5) Study revealed that school leaders don't involve stakeholders in decision making and delegating tasks. Therefore, school leaders should involve the teachers, students in decision making, delegation of authority so as to allow for better academic achievement and principals leadership practices.
- 6) Study also revealed that school leaders inadequately providing resources support of collaborative work to school leadership. Therefore, recommended that school leaders and woreda education office should to provide adequate and consistent resources support of collaborative work to school leadership in order to improve students' academic achievement.
- 7) Study identified that school principal don't provide timely and reliable reporting for school communities about teaching learning implementation. Thus, school principal should providing timely and reliable reporting for school community about teaching learning implementation and other related relevant information and to spend more their

time on teaching and learning to improve students' academic achievement rather than other all-round school activities.

- 8) Finally, the researcher having identified the needs, recommends further researcher in the area with broader scope and depth including other variables like leaders attitude to their profession and staff morale.

References

- ADEA. (2003). Meeting Documents of the 2003 Biennale of the Association for the Development of Education in Africa
- Adeyemi, J.O. (2004). "School and teacher variables associated with the performance of students in their senior secondary certificate examination
- Ahmed (2006). Principals' instructional leadership & teacher developments Teacher perspective Educational Administration Quarterly,
- Armstrong. (2004). Human Resource Management. Theory and Practice. London: Bath press.
- Bass. Leadership and performance beyond expectations. New York: W. Freeman.
- Asfaw, and A. Admissive. (1996). "The Impact of Education on Allocate and Technical
- Ayaledd, J. (2000:22). Effective instructional leadership Teachers' perspectives on how principals promote teaching and learning in schools. Educational Administration, 37(2), pg. 143.
- AyalewShibeshi. (2000). Theories of educational Management (EDAD 611) Addis Ababa
- Bandura, A. (1986) Social Foundations of Thought and Action, Prentice-Hall, Englewood Cliffs, NJ.
- Barth, S. (2000). School effectiveness and school improvement: The intellectual and policy context. (Pp.1-20.) London: Rutledge.
- Bell, et-al. (2001). Teacher Development a model from science education, London: the Flamer Press.
- Bennis, W. and B. Nanus (1997), Leaders: Strategies for Taking Charge, Harper
- Bernard M. Bass, R. E. (2006). Transformational Leadership. New Jersey: Lawrence Erlbaum Associates, Inc.
- Best and Kahn (2006). Research in Education (10th ed.). New Delhi: V.K. Barta at Peart Offset Press Pvt. Ltd.
- Blasé, J, and Blasé, J. (1999). Principals 'instructional leadership and teacher developments Teachers perspective. Educational Administration Quarterly, 35(3), 349.
- Bolman, L.G.andT.Deal, 2005.Modern Approaches to Understanding and Managing
- Bottery M., 2006.School leadership and management. University of Hull, 26(1):5-22.
- Brewer, D., 1993. Principals and student outcomes: Evidence from U.S. high schools.

- Brundrett, M. Helen and Susan M. Printy (2003). *Leadership in education*. London: SAGE publication.
- Bryk, A.S. & Schneider, B.L. (2002). *Trust in schools: a core source for improvement*. New York: Russell Sage Foundation Publications.
- Burns, J., 1978. *Leadership*. New York: Harper and Row.
- Bush R. & Heystek (2006). Effective Instructional Leadership: Teachers' Perspectives on how Principals Promote Teaching and Learning in Schools. *Journal of Educational Administration* v, 38, n-2.
- Bush, T. (2007). *Educational Leadership and management: Theory, Policy and Practice*, 9 (3),
- Bush, T. and D. Glover (2003), *School Leadership: Concepts and Evidence*, NCSL, Nottingham.
- Chris, P. J. (1992). *Purposeful structuring creating a culture for learning and achievement in elementary schools*. Washington DC: Palmer press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (5th ed.). London: Routledge.
- Coleman, (1998). *The management style of Female Head teachers*. Educational Management.
- Cotton, K., 2003. *Principals and student achievement* Published by the association for supervision
- Creswell, J.W. (2003). *Qualitative Inquiry and Research Design: Choosing among five approaches* (2nd Ed.). Thousand Oaks, CA: Sage.
- Creswell, J.W., & Plano Clark. (2007). *Research design; Qualitative, Quantities and mixed methods Approaches* (3r Ed.). Los Angeles: SAG Publication, Inc.
- Dareesh, J., (2002). Leadership and individual principal-teacher relationships in schools. *Educational Administration Quarterly*, 40(3), 406– 434.
- Davis, S.; Darling-Hamond, L.; LaPointe, M.; and Meyerson, D. (2005). *School Leadership Study: Developing Successful Principals* (Review of Research). Stanford, CA: Stanford University, Stanford Educational Leadership Institute.
- Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). *Successful School Leadership: What it is and how it influences pupil learning* (Report Number 800), NCSL/Department for Education and Skills, Nottingham. Delhi; SAGE Publications.

- Dimmock, C. (1999), "Principals and school restructuring: conceptualizing challenges as dilemmas", *Journal of Educational Administration*, 37 (5), 441-462.
- Ezeuwa , K. (2005). School context, principal leadership, and student reading achievement. *The Elementary School Journal*, 527–549.
- Fauve, D. & Gavin, P. (1998). *Educational Leadership: Key Challenges and Ethical Tensions*. New York: Cambridge University Press.
- Fullan, M. (2003). *The Moral Imperative of School Leadership*, Corwin Press, Thousand Oaks, CA.
- Getachew Teferi (2013). *The Challenges and Roles of Instructional Leadership in Government preparatory Schools*.(AAU,Unpublished MA Thesis).
- Goker, K. (1998). The changing face of Educational Leadership. 59 (8), 61-63.
- Goldstein, J. (2004). Making sense of distributed leadership: the case of peer assistance and review'. *Educational evaluation and policy analysis*, 26 (2), 173-197.
- Graetz, F. (2000). Strategic change leadership'. *Management decisions*, 38 (8), 550-562.
- Hallinger, P. and J. F. Murphy (2003). "Assessing and Developing Principal Instructional Leadership." *Educational Leadership*. Vol. 45, No.1, pp.54 – 61.
- Hallinger, P. and R. Heck (2003). "Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1998-1995", *Educational Administration Quarterly*, 32 (1), 5-44.
- Hallinger, P., & Heck, X. (1998). The superintendent as instructional leader: Findings from effective school districts, Joseph Murphy, Philip Hallinger, *Journal of Educational Administration*, 24(2), 1986, 213–236.
- Harris, A. & Ch, Chapman. (2002). *International electronic journal, for leadership in learning*, volume 6, No 9, Retrived September,10/2011, from (<http://www.acs.ucalgary.ca/jeill>).
- Harris, A. (2005). *School Improvement: What's in it for School?* London: Tylor &Francie- Library.
- Harris, A. and Muijs, D. (2004). *Teacher leadership: improvement through empowerment: a review of the literature*. Nottingham:NCSL.
- Holmes, G. (1993). *Essential School leadership; developing vision and purpose management*. London: kogan page limited.

- Hopkins, D. (2005). Instructional leadership and school improvement in Harris et al (eds) effective leadership for school improvement. London. Routledge Falmer.
- Hoy, W.K. and Miskel, C.G. (1996). Educational Administration. Theory, Research and Practice. McGraw Hill International Edition.
- Kemal, (2013) Extraordinary Leadership in Education Girls students' Performance in KCSE in public secondary schools
- Krug, S. (2002). Instructional leadership: a constructive perspective. Educational Administration Quarterly, 28(3), 430-443.
- Kumar, R. (2007). Research Methodology. A step-by-step Guide for Beginners, 2nd ed. New
- Leithwood, K. and D. J. Montgomery (2002). Improving Principal Effectiveness: The principal
- Leithwood, K. and D. Jantzi (1994). The relative effects of principal and teacher sources of leadership on student engagement with school, Educational Administration Quarterly, 35 (supplemental): 679–706.
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Luneburg, J.G. (1991). Principals can be effective managers and instructional leaders. NASSP Bulletin, 74(5), 20-29.
- Marks, H. and S. Printy, 2003. Principal leadership and school performance: An integration of transformational and instructional leadership. Administration quarterly, 39(3):370-397
- Marzano, 2005 and S. C. Smith, 1989. Leadership Styles in School Leadership: Handbook for Excellence, edited by Stuart C., Smith and Philip. Piele. USA: ERIC Clearing House on Education Management. 58p.
- Masuku, S. L. (2011). The Instructional leadership Role of The high school head in creating
- Mathewos Tamiru, 2000. Factors affecting academic achievement of students at Bole Senior Secondary School, the Ethiopian Journal of education, 20(1):26
- McEwan, E.K., 1998. Seven Steps to Effective Instructional Leadership. Thousand Oaks, Corwin Ministry of Education, 2004. Woreda capacity building program course workbook;

- Ministry of Education (2004). Woreda capacity building program course work book; MoE, 2007.
- Ministry of Education (2007). School improvement framework, A.A.2p.Ministry of Education, Philip. 1969. The Evaluation of Quality in Education. Paris: UNESCO.2830p.
- MoE (2002). The education and training policy and its implementation. Addis Ababa EMPDA.
- MoE (2002).Educational Leadership & Administration Community participation and Financial Directive. Addis Ababa EMPDA.
- MoE (2007). School Improvement Program Framework. Addis Ababa.
- MoE (2008).Education Sector Development Program IV (ESIDP) Ethiopia Addis Ababa.
- Nelly, T. (2008). Roles, Duties and Responsibilities of School Management: Training Manual for Secondary School Managers. Rwanda: Minduc School Management.
- Pont, B, D Nusche and D Hopkins (eds.) (2008), Improving School Leadership, Volume 2: Case Studies on System Leadership, OECD, Paris.
- Pont, B., Nusche, D. & Moorman, H. (2008). Improving School Leadership Volume 1: Policy and Practice, Paris: Organization for Economic Cooperation and Development
- Printy, S. (2010) Principals' influence on instructional quality: Insights from US schools, School Leadership and Management, 30 (2): 111–26.
- Robinson, V., M. Hohepa and C. Lloyd (2009) School Leadership and Student Outcomes: Identifying What Works and Why. Best Evidence Syntheses Iteration (BES), Ministry of Education, New Zealand, available from <http://educationcounts.govt.nz/goto/BES>.
- RozaAbebe (2016). Problems encountered and coping strategies employed by female students in Addis Ababa high schools. The Ethiopian Journal of Education.vol 23, No. 2:30-32.
- Sergiovanni, T. J., 1990. Value-Added Leadership: How to Get Extraordinary Performance in Schools. New Harcourt Brace Jovanovich. 18p.
- Sergiovanni, T.J., 1995.ThePrincipalship.Boston:AllynandBacon.Shahun, K.2007.Australian Leadership Development Centre.

- SNNPR Education Bureau, 2010. Education statistics annual abstract 2008/9, data collection support process; Hawassa. Standard Educational Leadership Institute (SELI) , tells us about the effect of leadership on student achievement. Mid-continent research for education and learning.
- SNNPR Education Bureau, (2008). Education Statistics Annual Abstract 2006/7 EMIS; Hawassa. 7p.
- Spillane, J.P. & Louis, K.S. (2002). 'School improvement process and practices: professional learning for building instructional capacity'. In: J. Murphy (ed.). The educational leadership challenge: redefining leadership for the 21st century, 83-104, Chicago: University of Chicago Press.
- Stone, A.G and K, Patterson., 2005. The History of Leadership Focus. Retrieved December 2010, from Regent University: http://www.associatedcontent.com/a_detailed_history_of_leadership_model.html.
- Strauss, P., 2013. The Fifth Discipline. New York: Doubleday Currency. 360p.
- Tech-Hong & Waheed, (2011). The reliability coefficients internally consistent. New York: Academic Press.
- Temesgen Teshome (2011). The relationship between Leadership Style and Employee Commitment in Private Higher Education Institution of Addis Ababa Cityn (Master Thesis). AA.
- Tigistu Awelu (2012). Perception of Leadership in Effectiveness of school Improvement Program: The Case of Selected High Schools in Addis Ababa City Administration (Unpublished MA Thesis). Addis Ababa University.
- Tsegaye Kifle (2018). Practices and challenges of instructional leadership in secondary schools of Sidama Zone, SNNPR.
- Ubben, G. & Hughes, L. (1997). The principal: creative schools (3rd Ed.). Boston: Allyn Bacon.
- Ukeje, B.O. (1999). The education of teachers for a new social order. The Nigeria Teachers, Vol. 1. No 1, NCCE (4-12).
- Warren, R., (1995). The History of Leadership Focus. Retrieved December 2010, from Regent

University:http://www.associatedcontent.com/..a_detailed_historyof_leadership_model.html.

- William A. Fireston and Caroly Riehl (2005). *A New Agenda for Research in Educational Leadership*. New York and London: Teachers Collage Press.
- Wossenu, Y. (2006). *Educational leadership: Text Book(AEMP332)*. Addis Ababa. Alpha University College.
- Yenenew Ali (2012), 'Effectiveness' of principal Instructional Leadership in Preparatory Schools in South Wollo Zone ,Addis Ababa University Master's Thesis Unpublished
- Yukl G.A. (2002). *Leadership in organization* 4th Ed. Englewood Cliffs, NJ: prentice Hall.
- Yukl.G. (2006). *Review of the Ethiopian Education Training Policy and Its Implementation: Executive Summary* Addis Ababa, Ethiopia.
- Yusuf, A. F. (2012). Influence of principals' leadership styles on students' academic achievement in secondary schools. *Journal of Innovative Research in Management and Humanity*.
- Zaidatol A.L., & Bagheri A. (2009). Entrepreneurship as a center choice: An analysis of entrepreneurial self- efficiency and intention of university student. *European Journal of social science*, 9(2): 338-346.

APPENDIX

ROLE OF SCHOOL LEADERSHIP IN IMPROVING STUDENTS’ ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF SIDAMA ZONE

**By
GIRMA SHURURE**

Objectives

- ❖ To identify the role of school leadership in improving students’ academic achievements’ in Sidama Zone.
- ❖ To identify the school leadership effectiveness are practiced to improve students’ academic achievement.
- ❖ To identify the challenges that impedes school leadership in improving students’ academic achievement in Sidama Zone.

Appendix A

Dilla University

Institute of Education and Behavioral Science

Department of Educational Planning and Management

QUESTIONNAIRE TO BE FILLED BY TEACHERS AND PRINCIPALS

Dear Respondent

This research questionnaire is intended to gather information on the role of school leadership in improving students' academic achievement in secondary schools of Sidama Zone. Your genuine responses are vital for the success of the study. Thus, the researcher kindly requests you to read all of the questions and fill the questionnaire. The researcher acknowledges your cooperation to a great extent.

Thank you in advance for your cooperation!

General Direction

- ✚ No need of writing your name on the questionnaire
- ✚ Read all the instructions before attempting to answer the questions
- ✚ Please read each item carefully and patiently, and give the answer of each questionssequentially based on your knowledge
- ✚ Please do not leave any of the question unanswered
- ✚ Any information obtained from you will be used for this research purpose only,
- ✚ Provide your response by placing a “√” tick mark in the space provided

Part I. General Background

- 1) Name of the school _____
- 2) Sex: A) Male ☐ B) Female ☐
- 3) Age: A) 21-25 ☐ B) 26-30 ☐ C) 31-35 ☐ D) 36 – 40 ☐ E) 41-45 ☐
F) >45 ☐
- 4) Level of qualification A) Diploma ☐ B) B.A / B.Sc. Degree ☐

- C) M.A. / M.Sc. Degree ☐ D) Other Specify _____
- 5) Work experience in teaching A) 1-5years ☐ B) 6-10 years ☐
 C) 11-15years ☐ D) 16-20 years ☐ E) 21years and above ☐
- 6) Position: A/ principal ☐ B/ Vice principal/teacher ☐

Part II. The Role of Leadership of school principal in improving students' academic achievements

Please, read each statement carefully. Then complete the survey by using (✓) on the appropriate number corresponding to the following scale VH=Very High (5), H=High (4), M=Medium (3), L=Low (2) and VL=Very Low (1).

SN	School Leadership Effectiveness	Extent of Agreement				
		5	4	3	2	1
	Setting Direction					
1	Develop a set of annual school-wide goals focused on student learning					
2	Express confidence on the direction of goals to be achieved					
3	Setting common vision, mission and goals of the future for students' academic achievement					
4	Use data on student academic performance when developing the school's goals					
5	Communicate the school's goals effectively to staff, student and parents					
6	Refer to the school's goals when making curricular and instructional decisions					
7	Ensure the school's goals are reflected in highly visible displays in the schools					
8	The school plan have clean objectives of what can be achieved in the future					
9	Helps teachers to understand the school development strategy					
10	Demonstrate high expectations for teachers' work with students					
11	Provides useful assistance to teachers in setting short term goals for teaching and learning					
	Developing People					
1	Developing best practice of the school					
2	Building positive school climate					
3	Creating conducive environment for school-based teachers' development practice					
4	Provides a clear guide for school-based teachers' professional development practice					
5	Promote collaborative problem solving strategies or procedures					
6	Providing individual support for teachers					

7	Supporting professional development of teachers					
8	Encourage teachers to attend the activities of the teaching					
	Redesigning Organization					
1	Develop schools as effective organizations					
2	Develop shared norms, values, beliefs, and attitudes and promoting mutual caring and trust among staff					
3	Building collaborative processes					
4	Mobilize communities for actively participating and supporting schools					
5	Provide opportunities for staff to participate in decision making					
6	Develop effective working relation with stakeholders					
7	provide adequate time for professional skill development					
8	provides teachers with a variety of opportunities to visit successful schools					
9	Reasonably arranges human resources in the school					
	Managing Instructional Program					
1	Provide timely and informative feedback to teachers					
2	Maximize pupils' performance					
3	Improve the school buildings and its facilities					
4	Provide clear instruction frame work					
5	Use of actual learning and continues assessment techniques					
6	Identify the learners according to their ability					
7	Encourages the teachers to consider new ideas for their teaching					
8	Encourages team teaching in the schools					
9	Provide timely feedback to teachers after visiting classes					
10	Evaluate teachers work progress based on school goals					
11	Gives teachers individual support to help improving teaching practices					

List out other roles of school leadership on student's academic achievement

Part III: Extent the school principal employ shared leadership to enhance students' academic achievement

The following are extent the school principal employ shared leadership to enhance students' academic achievement. Please indicate your opinion by putting a mark (x) in the space provided for rating scale. Rating scale: 1= Very Low, 2= Low 3= Medium, 4= High, 5= Very High

No	Items	Rating Scale				
		1	2	3	4	5
1	The school leaders collaborate regularly with team members to achieve goals					
2	The school team members trust each other to work effectively get job done					
3	The school team has a shared vision with agreed up on goals					
4	School leaders know what strength each of the other team members possesses					
5	The leaders are skillful in building strong relationships between the school and stakeholders					
6	A think of leadership, shared mission to learn and construct knowledge collaboratively					
7	The school leaders decisions made with team members in involving decision process					
8	School leaders preparing experience sharing programs in school					
9	School leaders didn't possess communication skill to define tasks and objectives successfully and clearly					
10	Department coordinators play an important role to promote leadership					

11. If there are any other ways that the school leaders do implement the term distributive Leadership in your school practices. Please write them briefly: _____

Part IV. The challenges for school leadership in improving students' academic achievement

Question items in the following table deals with the challenges of school leadership to effectively improve student achievement. Thus, please provide appropriate response by putting (√) mark against the following scale:- 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree and 1=Strongly Disagree.

SN	Items	Extent of Agreement				
		5	4	3	2	1
1	Lack of adequate class room in the school					
2	Lack of facilitating favorable conditions to make parents to participate in different school activities					
3	Shortage of teaching materials such as text book, stationary					
4	Lack of adequate training towards school leadership and management					
5	Lack of experience mobilize the school community towards shared goals					
6	Lack of regular supervisory support from the concerned education officials					
7	Administrative work load					
8	Resource constraint to each activity					
9	Shortage of adequate guidance and support from higher official					
10	Unwillingness of leaders to allow shared leadership					
11	Lack of courage and commitment of the principals					
12	Lack of confidence on the part of principals to exercise Leadership					
13	Teachers' resistance to change					
14	Teachers lack of commitment					
15	Teachers turnover					
16	Untimely transfer of teachers					

What are the other major challenges affecting the leadership of school principal in improving students' academic achievement?

Part V. The strategies might be put in place to improve the students' academic achievement

Instruction: Please put a check marks “√” in the column about leadership practices that valuable suggestions that might be put in place to improve students' academic achievement the statement using the following five (5) points, rating scale. 1=strongly disagree 2=Disagree 3= Uncertain 4= Agree 5= strongly agree

SN	Items	Extent of Agreement				
		5	4	3	2	1
1	Setting common educational goals, objectives, strategies and plan					
2	Maintaining positive relationship with student, teachers and parents to improve teaching-learning process					
3	Communicating school goals, to students, teachers and parents					
4	Providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess					
5	Providing resource for teachers					
6	Providing incentives for teachers					
7	Monitor, evaluate and support teaching-learning process					
8	Providing feedback to teachers need to improving their practices					
9	Providing textbook, teacher guidelines and other teaching materials					
10	Maintaining students for learning achieve better					
11	Providing participatory and collaborative leadership					
12	Promote well-organized programs for continuous professional development of teachers					
13	Creating conducive teaching learning environment					
14	Solving problems pro-actively					

Please specify other suggestions (if any) _____

Appendix B

Dilla University

Institute of Education and Behavioral Science

Department of Educational Planning and Management

Interview guide for Woreda Education Office Experts, PTSA and KETB

Dear Respondent

The main purpose of this interview is to gather relevant information on the effectiveness of school leadership in improving students' academic achievement in secondary schools of Sidama Zone. Your genuine responses are vital for the success of the study. Thus, the researcher kindly requests you to read all of the questions and fill the questionnaire. The researcher acknowledges your cooperation to a great extent.

Thank you in advance for your cooperation!

- 1) Do you think school leaders are capable enough to establishing a common vision and mission to improving students' academic performance?
- 2) Do you believe there is positive, trusting and respectful climate in the school? How do you understand?
- 3) Do you think the school leadership effectively uses assessment strategies and data to improve instruction and achievement for each and every student? How?
- 4) How does school leadership involves the school community in improving students' academic achievement?
- 5) What major challenges do you observe regarding school leadership effectiveness in the improvement of students' academic achievement in your school?
- 6) What are the strategies to improve school leadership effectiveness and students' achievement in the study area?

Thank You Very Much!

Spss Progress and output

10 : VAR00009 1.00 Visible: 84 of 84 Variables

	VAR00001	VAR00002	VAR00010	VAR00009	VAR00008	VAR00007	VAR00006	VAR00005	VAR00004	VAR00003	Q_44
1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00
3	3.00	1.00	2.00	1.00	1.00	2.00	1.00	1.00	3.00	2.00	5.00
4	4.00	2.00	3.00	1.00	1.00	3.00	2.00	1.00	2.00	3.00	4.00
5	5.00	3.00							5.00	3.00	2.00
6	1.00	2.00							4.00	2.00	5.00
7	4.00	1.00							3.00	1.00	5.00
8	1.00	1.00							4.00	3.00	5.00
9	5.00	1.00							3.00	4.00	2.00
10	1.00	1.00							4.00	5.00	5.00
11	2.00	2.00							3.00	4.00	3.00
12	1.00	2.00							4.00	5.00	5.00
13	2.00	2.00							3.00	4.00	4.00
14	2.00	2.00							4.00	1.00	3.00
15	2.00	1.00							3.00	5.00	3.00
16	2.00	1.00							4.00	4.00	3.00
17	1.00	1.00							1.00	5.00	3.00
18	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	3.00
19	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	2.00
20	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
21	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
22	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	3.00
23	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	3.00

IBM SPSS Statistics Processor is ready 4:54 PM 5/17/2020

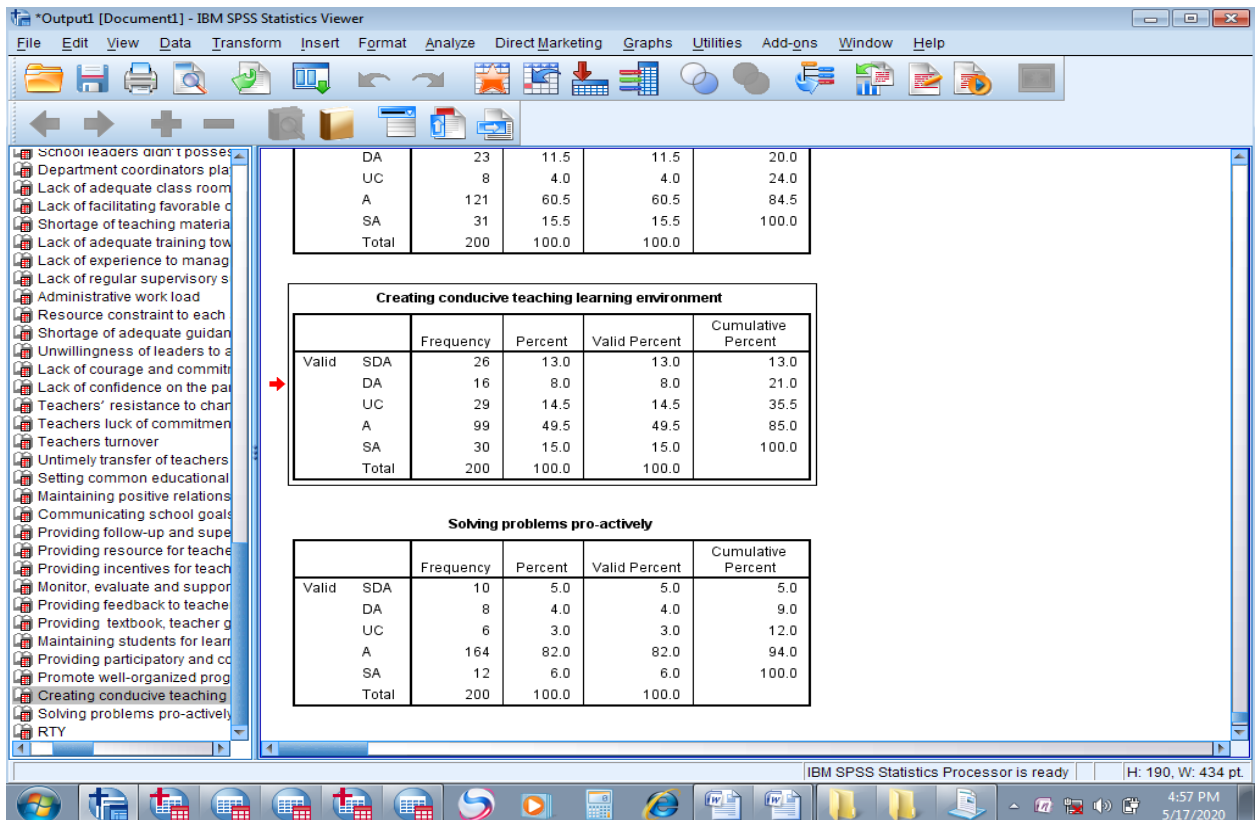
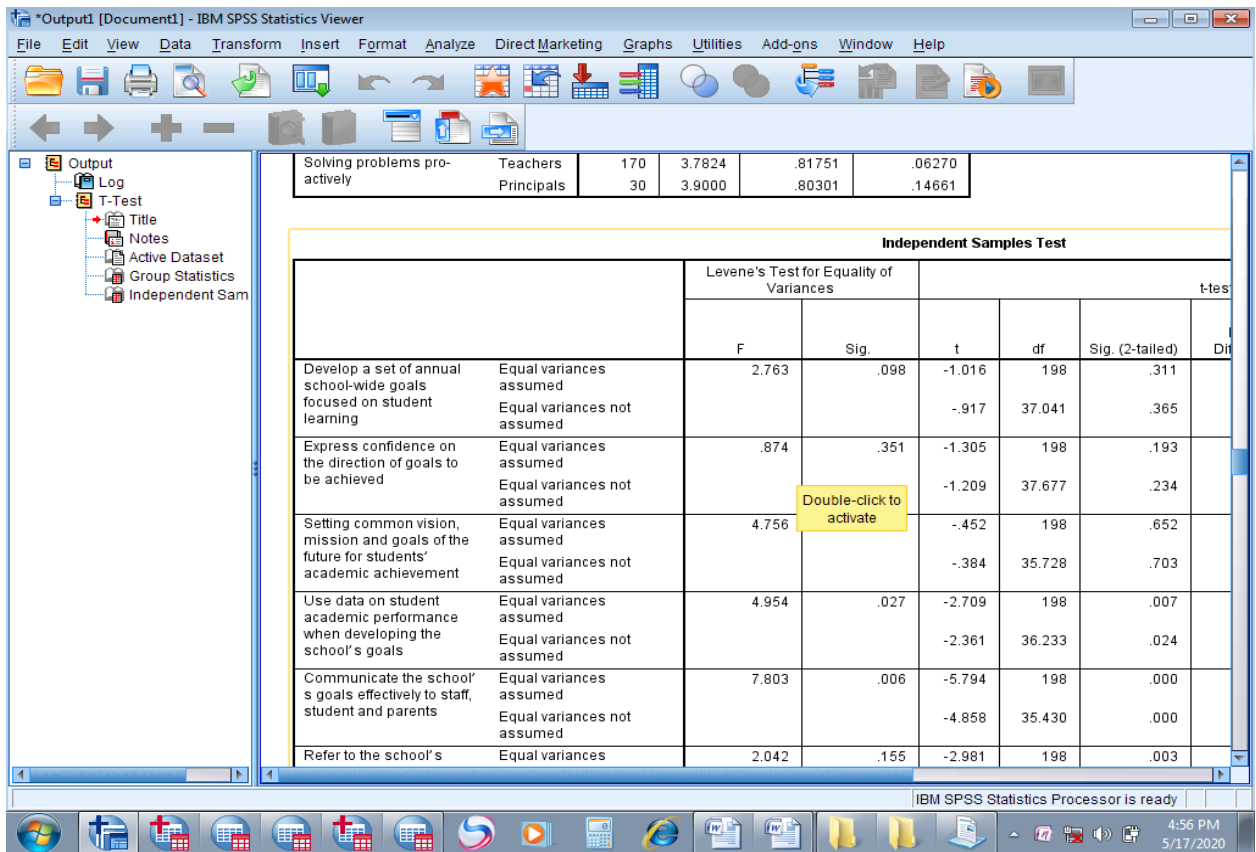
*Output1 [Document1] - IBM SPSS Statistics Viewer

T-Test

[DataSet1] D:\Documents\Desktop\Girma Shurure\Girma Shurure\Girma Spss Data\Girma SPSS Raw Data

Group Statistics					
	RTY	N	Mean	Std. Deviation	Std. Error Mean
Develop a set of annual school-wide goals focused on student learning	Teachers	170	2.3118	1.23671	.09485
	Principals	30	2.5667	1.43078	.26122
Express confidence on the direction of goals to be achieved	Teachers	170	2.4941	1.16277	.08918
	Principals	30	2.8000	1.29721	.23684
Setting common vision, mission and goals of the future for students' academic achievement	Teachers	170	2.5176	1.24141	.09521
	Principals	30	2.6333	1.56433	.28561
Use data on student academic performance when developing the school's goals	Teachers	170	2.1765	1.18348	.09077
	Principals	30	2.8333	1.44039	.26298
Communicate the school's goals effectively to staff, student and parents	Teachers	170	2.1059	1.04936	.08048
	Principals	30	3.3667	1.35146	.24674
Refer to the school's goals when making curricular and instructional decisions	Teachers	170	2.3706	1.20564	.09247
	Principals	30	3.1000	1.39827	.25529
Ensure the school's goals are reflected in	Teachers	170	2.2706	1.06464	.08165
	Principals	30			

IBM SPSS Statistics Processor is ready 4:55 PM 5/17/2020



Girma SPPSS OUT PUT

Group Statistics

	RTY	N	Mean	Std. Deviation	Std. Error Mean
Develop a set of annual school-wide goals focused on student learning	Teachers	170	2.3118	1.23671	.09485
	Principals	30	2.5667	1.43078	.26122
Express confidence on the direction of goals to be achieved	Teachers	170	2.4941	1.16277	.08918
	Principals	30	2.8000	1.29721	.23684
Setting common vision, mission and goals of the future for students' academic achievement	Teachers	170	2.5176	1.24141	.09521
	Principals	30	2.6333	1.56433	.28561
Use data on student academic performance when developing the school's goals	Teachers	170	2.1765	1.18348	.09077
	Principals	30	2.8333	1.44039	.26298
Communicate the school's goals effectively to staff, student and parents	Teachers	170	2.1059	1.04936	.08048
	Principals	30	3.3667	1.35146	.24674
Refer to the school's goals when making curricular and instructional decisions	Teachers	170	2.3706	1.20564	.09247
	Principals	30	3.1000	1.39827	.25529
Ensure the school's goals are reflected in highly visible displays in the schools	Teachers	170	2.2706	1.06464	.08165
	Principals	30	2.7333	.98027	.17897
The school plan have clean objectives of what can be achieved in the future	Teachers	170	2.5765	1.29063	.09899
	Principals	30	2.9667	.85029	.15524
Helps teachers to understand the school development strategy	Teachers	170	2.6059	1.22255	.09377
	Principals	30	3.1000	1.02889	.18785
Demonstrate high expectations for teachers' work with students	Teachers	170	2.6529	1.31113	.10056
	Principals	30	3.1333	.93710	.17109
Provides useful assistance to teachers in setting short term goals for teaching and learning	Teachers	170	2.4471	1.42261	.10911
	Principals	30	3.0333	1.21721	.22223
Establish measurable goals aligned to the vision and mission of academic success for every student	Teachers	170	2.1647	1.18018	.09052
	Principals	30	2.8000	.88668	.16189
Provide direction through actions that demonstrate his/her expectations for quality and high performance from staff	Teachers	170	2.5412	1.38933	.10656
	Principals	30	3.1000	1.15520	.21091
Provide systematic feedback to students and their families about student progress and school achievement	Teachers	170	2.7000	1.42193	.10906
	Principals	30	2.8333	1.17688	.21487
Developing best practice of the school	Teachers	170	2.2059	1.07636	.08255
	Principals	30	3.1667	1.11675	.20389
Build trust and respect among the followers	Teachers	170	3.3765	1.44711	.11099
	Principals	30	2.9333	.94443	.17243
Creating conducive environment in the school	Teachers	170	2.4824	1.27434	.09774
	Principals	30	3.2000	1.12648	.20567
Provides a clear guide for growth and action of teachers	Teachers	170	2.3588	1.12821	.08653
	Principals	30	2.9000	1.29588	.23659
Promote collaborative problem solving strategies or procedures	Teachers	170	2.7353	1.35238	.10372
	Principals	30	2.9333	.94443	.17243
Providing individual support for teachers	Teachers	170	2.1059	.89738	.06883
	Principals	30	3.0000	.90972	.16609
Supporting professional development of teachers	Teachers	170	2.0941	1.01028	.07749
	Principals	30	2.8333	.98553	.17993
encourage teachers to attend the activities of the teaching and resource group	Teachers	170	2.0353	1.07634	.08255
	Principals	30	3.1000	.99481	.18163

Promotes communication among teachers	Teachers	170	2.2529	1.09362	.08388
	Principals	30	2.9333	1.11211	.20304
Develop schools as effective organizations	Teachers	170	2.1294	1.20441	.09237
	Principals	30	3.1667	.87428	.15962
Develop shared norms, values, beliefs, and attitudes and promoting mutual caring and trust among staff	Teachers	170	2.2118	.96806	.07425
	Principals	30	3.0667	.90719	.16563
Building collaborative processes	Teachers	170	2.1941	.95022	.07288
	Principals	30	2.9667	.96431	.17606
Mobilize communities for actively participating and supporting schools	Teachers	170	2.2647	.98836	.07580
	Principals	30	3.2000	1.06350	.19417
Provide opportunities for staff to participate in decision making	Teachers	170	2.3824	1.02671	.07874
	Principals	30	2.5333	1.13664	.20752
Develop effective working relation with stakeholders	Teachers	170	2.4941	1.28370	.09846
	Principals	30	2.7667	1.04000	.18988
provide adequate time for professional skill development	Teachers	170	2.7294	1.69851	.13027
	Principals	30	3.1333	1.19578	.21832
provides teachers with a variety of opportunities to visit successful schools	Teachers	170	2.4588	1.50779	.11564
	Principals	30	2.9000	1.12495	.20539
Reasonably arranges human resources in the school	Teachers	170	2.1941	1.32029	.10126
	Principals	30	2.8333	1.01992	.18621
Provide timely and informative feedback to teachers	Teachers	170	3.4765	1.18772	.09109
	Principals	30	2.5333	1.43198	.26144
Maximize pupils' performance	Teachers	170	2.5471	1.36768	.10490
	Principals	30	3.4667	1.67607	.30601
Improve the school buildings and its facilities	Teachers	170	3.1471	1.65934	.12727
	Principals	30	3.1000	1.60495	.29302
Provide clear instruction frame work	Teachers	170	3.4294	1.56071	.11970
	Principals	30	2.8667	1.61316	.29452
Use of actual learning and continues assessment techniques	Teachers	170	3.7765	1.42153	.10903
	Principals	30	2.9667	1.54213	.28155
Identify the learners according to their ability	Teachers	170	3.3176	1.58925	.12189
	Principals	30	3.3000	1.44198	.26327
Encourages the teachers to consider new ideas for their teaching	Teachers	170	3.5294	1.46023	.11199
	Principals	30	3.4667	1.61316	.29452
Encourages team teaching in the schools	Teachers	170	2.7588	1.54826	.11875
	Principals	30	3.1667	1.44039	.26298
Provide timely feedback to teachers after visiting classes	Teachers	170	2.3824	1.40613	.10785
	Principals	30	3.1333	1.61316	.29452
Evaluate teachers work progress based on school goals	Teachers	170	2.9941	1.44933	.11116
	Principals	30	3.4333	1.47819	.26988
Gives teachers individual support to help improving teaching practices	Teachers	170	3.0529	1.25109	.09595
	Principals	30	3.6000	1.03724	.18937
The school leaders collaborate regularly with team members to achieve goals	Teachers	170	2.4353	1.23984	.09509
	Principals	30	2.5333	1.35782	.24790
The school team members trust each other to work effectively get job done	Teachers	170	2.5412	1.12584	.08635
	Principals	30	2.9667	1.15917	.21163
The school team has a shared vision with agreed up on goals	Teachers	170	2.5941	1.21868	.09347
	Principals	30	3.1667	1.31525	.24013
School leaders know what strength each of the other team members possesses	Teachers	170	2.1765	1.18348	.09077
	Principals	30	3.0000	1.25945	.22994
The leaders are skillful in building strong relationships between the school and stakeholders	Teachers	170	2.2059	1.05974	.08128
	Principals	30	3.1333	1.22428	.22352
A think of leadership, shared	Teachers	170	2.4647	1.19240	.09145

mission to learn and construct knowledge collaboratively	Principals	30	3.0667	1.31131	.23941
The school leaders decisions made with team members in involving decision process	Teachers	170	2.3765	1.03748	.07957
	Principals	30	2.7333	.98027	.17897
School leaders preparing experience sharing programs in school	Teachers	170	2.7000	1.25387	.09617
	Principals	30	2.9667	.85029	.15524
School leaders didn't possess communication skill to define tasks and objectives successfully and clearly	Teachers	170	2.8118	1.16145	.08908
	Principals	30	3.1000	1.02889	.18785
Department coordinators play an important role to promote leadership	Teachers	170	2.8882	1.26603	.09710
	Principals	30	3.1333	.93710	.17109
Lack of adequate class room in the school	Teachers	170	3.2294	1.37616	.10555
	Principals	30	3.5667	.62606	.11430
Lack of facilitating favorable conditions to make parents to participate in different school activities	Teachers	170	3.5588	1.22574	.09401
	Principals	30	3.8667	.57135	.10431
Shortage of teaching materials such as text book, stationary	Teachers	170	3.7000	1.29565	.09937
	Principals	30	3.9000	.40258	.07350
Lack of adequate training towards school leadership and management	Teachers	170	3.6353	1.22930	.09428
	Principals	30	4.2333	.43018	.07854
Lack of experience to manage and mobilize the school community towards shared goals	Teachers	170	4.1294	1.51746	.11638
	Principals	30	3.6667	.88409	.16141
Lack of regular supervisory support from the concerned education officials	Teachers	170	4.4000	1.20845	.09268
	Principals	30	3.7000	.91539	.16713
Administrative work load	Teachers	170	3.4294	1.46286	.11220
	Principals	30	3.8000	.76112	.13896
Resource constraint to each activity	Teachers	170	3.9588	1.24680	.09563
	Principals	30	3.8000	.96132	.17551
Shortage of adequate guidance and support from higher official	Teachers	170	3.6000	1.59288	.12217
	Principals	30	4.1000	.60743	.11090
Unwillingness of leaders to allow shared leadership	Teachers	170	4.1059	1.45970	.11195
	Principals	30	4.2333	.43018	.07854
Lack of courage and commitment of the principals	Teachers	170	4.0647	1.13651	.08717
	Principals	30	3.8333	.64772	.11826
Lack of confidence on the part of principals to exercise Leadership	Teachers	170	4.3118	.85822	.06582
	Principals	30	3.9667	.18257	.03333
Teachers' resistance to change	Teachers	170	4.2941	.81877	.06280
	Principals	30	4.0000	.00000	.00000
Teachers luck of commitment	Teachers	170	4.1294	.98255	.07536
	Principals	30	3.8000	.76112	.13896
Teachers turnover	Teachers	170	3.5000	1.47263	.11295
	Principals	30	3.9333	.25371	.04632
Untimely transfer of teachers	Teachers	170	4.0824	.99955	.07666
	Principals	30	3.9000	.30513	.05571
Setting common educational goals, objectives, strategies and plan	Teachers	170	4.0059	1.15895	.08889
	Principals	30	4.2000	.55086	.10057
Maintaining positive relationship with student, teachers and parents to improve teaching-learning process	Teachers	170	4.3529	.62881	.04823
	Principals	30	3.6333	1.06620	.19466
Communicating school goals, to students, teachers and parents	Teachers	170	4.5882	.71822	.05508
	Principals	30	4.0667	.25371	.04632
Providing follow-up and	Teachers	170	4.5118	.73973	.05673

supervision to ensure that education policies, strategies and programs are implemented assess	Principals	30	4.2000	.40684	.07428
Providing resource for teachers	Teachers	170	4.3941	.71582	.05490
	Principals	30	3.9333	.52083	.09509
Providing incentives for teachers	Teachers	170	4.1941	.92498	.07094
	Principals	30	3.7667	.72793	.13290
Monitor, evaluate and support teaching-learning process	Teachers	170	3.4824	1.23664	.09485
	Principals	30	4.1000	.60743	.11090
Providing feedback to teachers	Teachers	170	3.9000	1.03002	.07900
need to improving their practices	Principals	30	4.1000	.30513	.05571
Providing textbook, teacher guidelines and other teaching materials	Teachers	170	4.0294	.88663	.06800
	Principals	30	4.0333	.18257	.03333
Maintaining students for learning achieve better	Teachers	170	3.8471	1.12535	.08631
	Principals	30	4.1333	.43417	.07927
Providing participatory and collaborative leadership	Teachers	170	3.3059	1.46779	.11257
	Principals	30	3.8000	.66436	.12130
Promote well-organized programs for continuous professional development of teachers	Teachers	170	3.5353	1.19735	.09183
	Principals	30	4.1667	.37905	.06920
Creating conducive teaching learning environment	Teachers	170	3.3529	1.29821	.09957
	Principals	30	4.0333	.18257	.03333
Solving problems pro-actively	Teachers	170	3.7824	.81751	.06270
	Principals	30	3.9000	.80301	.14661

Independent Samples T

		Levene's Test for Equality of Variances			
		F	Sig.	t	
Develop a set of annual school-wide goals focused on student learning	Equal variances assumed	2.763	.098	-1.016	
	Equal variances not assumed			-.917	
Express confidence on the direction of goals to be achieved	Equal variances assumed	.874	.351	-1.305	
	Equal variances not assumed			-1.209	
Setting common vision, mission and goals of the future for students' academic achievement	Equal variances assumed	4.756	.030	-.452	
	Equal variances not assumed			-.384	
Use data on student academic performance when developing the school's goals	Equal variances assumed	4.954	.027	-2.709	
	Equal variances not assumed			-2.361	
Communicate the school's goals effectively to staff, student and parents	Equal variances assumed	7.803	.006	-5.794	
	Equal variances not assumed			-4.858	
Refer to the school's goals when making curricular and instructional decisions	Equal variances assumed	2.042	.155	-2.981	
	Equal variances not assumed			-2.686	
Ensure the school's goals are reflected in highly visible displays in the schools	Equal variances assumed	.186	.667	-2.220	
	Equal variances not assumed			-2.352	
The school plan have clean objectives of what can be achieved in the future	Equal variances assumed	18.008	.000	-1.594	
	Equal variances not assumed			-2.119	
Helps teachers to understand the school development strategy	Equal variances assumed	6.782	.010	-2.086	
	Equal variances not assumed			-2.353	
Demonstrate high expectations for teachers' work with students	Equal variances assumed	11.754	.001	-1.920	
	Equal variances not assumed			-2.421	
Provides useful assistance to teachers in setting short term goals for teaching and learning	Equal variances assumed	5.748	.017	-2.123	
	Equal variances not assumed			-2.368	

Establish measurable goals aligned to the vision and mission of academic success for every student	Equal variances assumed	3.569	.060	-2.809
	Equal variances not assumed			-3.425
Provide direction through actions that demonstrate his/her expectations for quality and high performance from staff	Equal variances assumed	6.222	.013	-2.079
	Equal variances not assumed			-2.365
Provide systematic feedback to students and their families about student progress and school achievement	Equal variances assumed	8.107	.005	-.485
	Equal variances not assumed			-.553
Developing best practice of the school	Equal variances assumed	.336	.563	-4.483
	Equal variances not assumed			-4.368
Build trust and respect among the followers	Equal variances assumed	18.879	.000	1.616
	Equal variances not assumed			2.161
Creating conducive environment in the school	Equal variances assumed	2.919	.089	-2.890
	Equal variances not assumed			-3.152
Provides a clear guide for growth and action of teachers	Equal variances assumed	2.143	.145	-2.368
	Equal variances not assumed			-2.148
Promote collaborative problem solving strategies or procedures	Equal variances assumed	14.016	.000	-.769
	Equal variances not assumed			-.984
Providing individual support for teachers	Equal variances assumed	3.538	.061	-5.021
	Equal variances not assumed			-4.973
Supporting professional development of teachers	Equal variances assumed	3.271	.072	-3.708
	Equal variances not assumed			-3.773
encourage teachers to attend the activities of the teaching and resource group	Equal variances assumed	.000	.992	-5.049
	Equal variances not assumed			-5.337
Promotes communication among teachers	Equal variances assumed	.837	.361	-3.134
	Equal variances not assumed			-3.097
Develop schools as effective organizations	Equal variances assumed	3.102	.080	-4.508
	Equal variances not assumed			-5.624
Develop shared norms, values, beliefs, and attitudes and promoting mutual caring and trust among staff	Equal variances assumed	.962	.328	-4.500
	Equal variances not assumed			-4.710
Building collaborative processes	Equal variances assumed	.546	.461	-4.097
	Equal variances not assumed			-4.054
Mobilize communities for actively participating and supporting schools	Equal variances assumed	.028	.868	-4.724
	Equal variances not assumed			-4.487
Provide opportunities for staff to participate in decision making	Equal variances assumed	.499	.481	-.731
	Equal variances not assumed			-.680
Develop effective working relation with stakeholders	Equal variances assumed	4.751	.030	-1.100
	Equal variances not assumed			-1.274
provide adequate time for professional skill development	Equal variances assumed	19.929	.000	-1.248
	Equal variances not assumed			-1.589
provides teachers with a variety of opportunities to visit successful schools	Equal variances assumed	10.793	.001	-1.528
	Equal variances not assumed			-1.872
Reasonably arranges human resources in the school	Equal variances assumed	13.231	.000	-2.520
	Equal variances not assumed			-3.016
Provide timely and informative feedback to teachers	Equal variances assumed	4.142	.043	3.883
	Equal variances not assumed			3.407
Maximize pupils' performance	Equal variances assumed	6.981	.009	-3.277
	Equal variances not assumed			-2.843
Improve the school buildings and its facilities	Equal variances assumed	.905	.343	.144
	Equal variances not assumed			.147

Provide clear instruction frame work	Equal variances assumed	.018	.893	1.812
	Equal variances not assumed			1.770
Use of actual learning and continues assessment techniques	Equal variances assumed	.651	.421	2.840
	Equal variances not assumed			2.682
Identify the learners according to their ability	Equal variances assumed	.856	.356	.057
	Equal variances not assumed			.061
Encourages the teachers to consider new ideas for their teaching	Equal variances assumed	2.339	.128	.214
	Equal variances not assumed			.199
Encourages team teaching in the schools	Equal variances assumed	.343	.559	-1.344
	Equal variances not assumed			-1.413
Provide timely feedback to teachers after visiting classes	Equal variances assumed	1.488	.224	-2.637
	Equal variances not assumed			-2.394
Evaluate teachers work progress based on school goals	Equal variances assumed	.447	.504	-1.526
	Equal variances not assumed			-1.505
Gives teachers individual support to help improving teaching practices	Equal variances assumed	2.239	.136	-2.260
	Equal variances not assumed			-2.577
The school leaders collaborate regularly with team members to achieve goals	Equal variances assumed	.675	.412	-.394
	Equal variances not assumed			-.369
The school team members trust each other to work effectively get job done	Equal variances assumed	.053	.818	-1.900
	Equal variances not assumed			-1.862
The school team has a shared vision with agreed up on goals	Equal variances assumed	.173	.678	-2.344
	Equal variances not assumed			-2.222
School leaders know what strength each of the other team members possesses	Equal variances assumed	.143	.706	-3.480
	Equal variances not assumed			-3.331
The leaders are skillful in building strong relationships between the school and stakeholders	Equal variances assumed	2.033	.156	-4.315
	Equal variances not assumed			-3.899
A think of leadership, shared mission to learn and construct knowledge collaboratively	Equal variances assumed	.451	.503	-2.511
	Equal variances not assumed			-2.349
The school leaders decisions made with team members in involving decision process	Equal variances assumed	.260	.611	-1.751
	Equal variances not assumed			-1.822
School leaders preparing experience sharing programs in school	Equal variances assumed	14.926	.000	-1.119
	Equal variances not assumed			-1.460
School leaders didn't possess communication skill to define tasks and objectives successfully and clearly	Equal variances assumed	3.026	.083	-1.273
	Equal variances not assumed			-1.386
Department coordinators play an important role to promote leadership	Equal variances assumed	7.597	.006	-1.012
	Equal variances not assumed			-1.246
Lack of adequate class room in the school	Equal variances assumed	17.355	.000	-1.316
	Equal variances not assumed			-2.168
Lack of facilitating favorable conditions to make parents to participate in different school activities	Equal variances assumed	28.348	.000	-1.348
	Equal variances not assumed			-2.192
Shortage of teaching materials such as text book, stationary	Equal variances assumed	22.031	.000	-.837
	Equal variances not assumed			-1.618
Lack of adequate training towards school leadership and management	Equal variances assumed	26.525	.000	-2.632
	Equal variances not assumed			-4.874
Lack of experience to manage and mobilize the school community towards shared goals	Equal variances assumed	18.963	.000	1.620
	Equal variances not assumed			2.325

Lack of regular supervisory support from the concerned education officials	Equal variances assumed	6.387	.012	3.021
	Equal variances not assumed			3.663
Administrative work load	Equal variances assumed	54.392	.000	-1.354
	Equal variances not assumed			-2.075
Resource constraint to each activity	Equal variances assumed	6.637	.011	.663
	Equal variances not assumed			.795
Shortage of adequate guidance and support from higher official	Equal variances assumed	253.542	.000	-1.695
	Equal variances not assumed			-3.030
Unwillingness of leaders to allow shared leadership	Equal variances assumed	49.032	.000	-.474
	Equal variances not assumed			-.932
Lack of courage and commitment of the principals	Equal variances assumed	14.772	.000	1.083
	Equal variances not assumed			1.575
Lack of confidence on the part of principals to exercise Leadership	Equal variances assumed	43.858	.000	2.189
	Equal variances not assumed			4.677
Teachers' resistance to change	Equal variances assumed	47.153	.000	1.963
	Equal variances not assumed			4.684
Teachers luck of commitment	Equal variances assumed	5.164	.024	1.745
	Equal variances not assumed			2.084
Teachers turnover	Equal variances assumed	61.464	.000	-1.604
	Equal variances not assumed			-3.550
Untimely transfer of teachers	Equal variances assumed	12.806	.000	.989
	Equal variances not assumed			1.924
Setting common educational goals, objectives, strategies and plan	Equal variances assumed	5.587	.019	-.898
	Equal variances not assumed			-1.446
Maintaining positive relationship with student, teachers and parents to improve teaching-learning process	Equal variances assumed	4.361	.038	5.119
	Equal variances not assumed			3.588
Communicating school goals, to students, teachers and parents	Equal variances assumed	29.084	.000	3.927
	Equal variances not assumed			7.247
Providing follow-up and supervision to ensure that education policies, strategies and programs are implemented assess	Equal variances assumed	13.510	.000	2.246
	Equal variances not assumed			3.336
Providing resource for teachers	Equal variances assumed	19.071	.000	3.369
	Equal variances not assumed			4.197
Providing incentives for teachers	Equal variances assumed	4.168	.043	2.401
	Equal variances not assumed			2.837
Monitor, evaluate and support teaching-learning process	Equal variances assumed	23.464	.000	-2.675
	Equal variances not assumed			-4.233
Providing feedback to teachers need to improving their practices	Equal variances assumed	16.952	.000	-1.053
	Equal variances not assumed			-2.069
Providing textbook, teacher guidelines and other teaching materials	Equal variances assumed	11.482	.001	-.024
	Equal variances not assumed			-.052
Maintaining students for learning achieve better	Equal variances assumed	12.224	.001	-1.373
	Equal variances not assumed			-2.443
Providing participatory and collaborative leadership	Equal variances assumed	40.770	.000	-1.809
	Equal variances not assumed			-2.986
Promote well-organized programs for continuous professional development of teachers	Equal variances assumed	29.307	.000	-2.858
	Equal variances not assumed			-5.491
Creating conducive teaching learning environment	Equal variances assumed	65.447	.000	-2.860
	Equal variances not assumed			-6.480
Solving problems pro-actively	Equal variances assumed	.056	.813	-.729
	Equal variances not assumed			-.738

Pilot Test Result

IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Output Log Reliability Title Notes Active Dataset Scale: ALL VARIABLE Case Processing Summary Reliability Statistics

VAR000020 VAR000021 VAR000022 VAR000023 VAR000024 VAR000025 VAR000026 VAR000027
VAR000028 VAR000029 VAR000030 VAR000031 VAR000032 VAR000033 VAR000034 VAR000035 VAR000036 VAR000037 VA
R00038 VAR000039 VAR000040 VAR000041 VAR000042 VAR000043
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

→ Reliability

[DataSet1] D:\Documents\Desktop\Girma Shurure\Girma Shurure\Girma Shurure Entire File\Girma Reli

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.969	43

IBM SPSS Statistics Processor is ready

4:44 PM 6/16/2020

IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Output Log Reliability Title Notes Active Dataset Scale: ALL VARIABLE Case Processing Summary Reliability Statistics

RELIABILITY
/VARIABLES=VAR000001 VAR000002 VAR000003 VAR000004 VAR000005 VAR000006 VAR000007 VAR000008 VAR000009
VAR000010
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

→ Reliability

[DataSet2] D:\Documents\Desktop\Girma Shurure\Girma Shurure\Girma Shurure Entire File\Girma Part

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	22	100.0
	Excluded ^a	0	.0
	Total	22	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.986	10

IBM SPSS Statistics Processor is ready

4:46 PM 6/16/2020

