



WOLLEGA UNIVERSITY
COLLEAGE OF EDUCATION AND BEHOUVARAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING ANDMANAGEMENT

PRINCIPALS' LEADERSHIP PRACTICES AND SCHOOL PERFORMANCE
IN SECONDARY SCHOOLS IN WEST WOLLEGA ZONE

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NEKEMTE, ETHIOPIA



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ACRONYMS

ANOVA: Analysis of variances

E.C: Ethiopia calendar

ESDP: Education Sector Development Program

ETP: Education and Training Policy

FDRE: Federal Democratic Republic of Ethiopia

FGD: Focus group discussion

GEQIP: General Education Quality Improvement Package

IL: Instructional Leadership Practices

MoE: Ministry Of Education

REB: Regional education bureau

SIP: School Improvement Program

SPSS: Statistical Package for the Social Science

TGE: Transitional Government of Ethiopia

TL: Transformational leadership

TLP Transformational leadership practices

UNESCO: United Nations Education, Science and Cultural Organization

WSZEOA EMIS: West Wollega Zone Education office Annual Education management information System

ZED: Zonal Education Desks

ABSTRACT

The main purpose of this study was to examine the principals' leadership practices and school performance in secondary schools of West Wollega Zone, Oromia National Regional State. A correlational design was employed in the study. A total of 186 respondents (177 teachers, 9 school leaders) were included into the study. The teachers' respondents were selected by proportional and simple random sampling techniques while principals were selected by census sampling techniques. The data were collected through questionnaire, and interviews. Data gathered through questionnaire were analyzed using mean, standard deviation, Pearson r correlation and multiple regressions. Data obtained through interviews were qualitatively narrated and analyzed. The findings of the study revealed that school principals leadership practices were moderately practiced in government secondary schools of West Wollega Zone ($M=2.7$, $SD=.77$). The secondary schools have moderate overall school performances ($M=2.81$, $SD=0.24$), however, they have drawbacks in fulfilling classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards ($M=2.41$, $SD=1.01$). School leaders, teachers, students and support staff were rarely working as a team, with ($M=2.20$, $SD=1.04$). Teachers were also rarely evaluate and give feedback on the curriculum ($M=2.44$, $SD=1.09$). Assessment of students' performances were not as accurate as needed in government secondary schools of the zone ($M=2.33$, $SD=1.06$). Schools were also unable to forge strong partnership with parents and the local community ($M=2.46$, $SD=1.14$). The transformational leadership practices of the school principals have a positive significant correlation with the school performance ($r=0.391$, $p=.000$) and there is also positive correlation ($r= 0.475$, $p=.000$) between school performance and instructional leadership practices. Overall, the findings showed that there is a significant and positive correlation between school leadership practice and school performance ($r = .452$, $P < 0.05$). It was found that the leadership practices variables had an overall positive effect on explaining school performance ($r^2= 0.469$). The result shows that about 47 % of the variation in school performance was explained by the two subscales of leadership practices combined. Based up on the findings, it was recommended that, zonal educational office and woreda educational office need to support, and train school leaders by in-service and other program to enhance the capacity of leaders with the concept of transformational & instructional leadership practices and develop schools performance. Similarly, zonal educational desk and woreda educational office also need to incorporate, amend and adopt the dimensions of transformational & instructional leadership practices in the criteria for performance evaluation system of school leaders.

Key words: School principals leadership practices, Transformational leadership, Instructional leadership, School performance, Secondary school

CHAPTER ONE

PROBLEM AND ITS APPROACH

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the study

Leadership is one of the main concepts that have been dealt in fields of the social sciences. Different fields define it based on their own priorities. However, according to Leithwood et al. (1999), all definitions of leadership share a common element known as “influence”. Most definitions of leadership reveal the assumption that it involves a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization (Yukl, 2002). Related to this idea, Langton, Robbins and Judge (2013;p.12) defined ‘leadership’ as the leaders’ “ability to influence a group towards the achievement of a vision or set of goals”. For Sandbakken (2006), leadership is the art of mobilizing others to want to struggle for shared aspirations & it is all about results. Generally speaking, leadership is a key component of organization, management and administration of all organization (Keyredin & Abeya, 2017).

As in any other organization, in educational in general and in schools in specific, leadership plays a determinant role. It is through leadership that resources are mobilized to attain educational objectives. Principals as leaders bring all human and material resources to produce educated human power. This shows that effectiveness of schools in large is influenced by the leadership practices of the principals. To this regard, Leithwood et al. (2006) capitalize the contribution of school leaders in making the organization effective. According to Day (2011), effective principals define core values, set the vision that to be translated into action, set direction, create conducive environment for teaching and learning process, restructure the organizational activities and delegate responsibilities. Studies underscore the significance of principals to foster school performance in accordance to the objectives set (Day, 2011).

School Performance generally refers to the ability of a school to achieve or exceed its goals. The goals should reflect the outcomes a school expects to achieve (Creemers & Kyriakides, 2008). However, the literatures in the field suggest different ways of looking at school performance. For instance, Griffith (2004) looks schools performance in terms of high student achievement. According to Blair (2002), school performances exhibit strong leadership, positive learning environment, high expectations, order, structured teaching, and positive relationship between students, parents and communities. Equally, Teddlie and Reynolds (2000) indicate that a principal's strong leadership skills, instructional focus; safe and orderly teaching-learning environment and high expectation for school performance are common factors of effective schools.

School performance is closely tied to effective principal ship. According to Harris (2010), principal's effectiveness can have a positive effect on organizational management and staff development. Moreover, building positive relation and empowering others to lead are key characteristics of an effective leader.

The Education and Training Policy of 1994 gives more emphasis to educational organization and management, particularly the role that principals play on school performance. Ministry of Education (MOE) states that efficient school leadership and management systems shall be established in schools in order to enhance the quality of instruction and thereby improve learning outcomes (MoE, 2005). Today, the movement for reform at national and regional levels has gained momentum. Educational reforms such as General Education Quality Improvement Package (GEQIP) is comprehensive covering most of the critical components of quality improvement, including: revising and upgrading the national curriculum; development and provision of new textbooks across all grades and subjects in local and national languages. Based on the new curriculum; improved pre-service teacher education; strengthened continuing professional development (in-service) for incumbent teachers are emphasized. In addition, capacity development for head teachers to improve school leadership and management is also getting focus. Training is important for stakeholders in school improvement planning, for different level of educational officials to improve their planning and budgeting skills and development of national assessment programs, in particular at post-primary levels (MOE, 2008).

The increased public demand for effective schools has helped to improve not only the content of the educational processes but also the leadership of school systems (MoE, 2010). Policy directions and guidelines prepared at each level show that the role of school principals is critical for successful implementation of educational reforms. Quality education visualizes school performance improvement within the Ethiopian education system. The capacity of school leadership to work with teachers, parents, and students and capacity to diagnose constraints and implement changes to improve results are measured with the school performance. One of the most important challenges of GEQIP is how well schools integrate all the various components of the programme, and aligns them to key performance indicators of the programme, namely: increased learning outcomes, primary school completion rates and secondary entrance (MoE, 2011). It is believed, by officials and the community at large, that the main responsibility to resolve these challenges falls on school principals.

1.2. The Statement of Problem

Roles of secondary school principal are described in the duties and responsibilities in the handbook entitled: “School Organization and Management” (MoE, 1994). Other policy documents such as ETP (1994 in alignment with the constructs, Ethiopian school principals are expected to bring academic success in schools in line with the theoretical assumptions underlying principals’ leadership. However, Federal and Regional reports reveal that secondary schools are not meeting expectations placed by government and the public. For instance, the annual statistical abstracts of the MoE (2011) as well as Education Bureau of Oromia (REB, 2011) showed that as indicator of School Performance the student learning outcomes of secondary school students is declining continuously. As a result, dropout and retention rates are also getting higher.

According to the MoE (2011a), secondary schools are performing below expected efficiency levels targeted in ESDP IV. The dropout rate in Grade 9 and 10 was 10.4% in 2011. Similarly, the repetition rate goes 9.2 % in Grade 9 and 10. Simple inference that can be drawn from the forgoing data is that the School Performance would seem to be questionable in general.

What is worrisome is that data obtained from West Wollega Zone Educational Assessment and Examination (WWZED, 2019) show low school performance as compared with the minimum passing score set by MoE. Grade 9-10 students, in English 72.2% of the students, in Mathematics 75.3% of the students, in Physics 89.9% of the students, in Chemistry 72.9%, and in Biology 65.2% of them scored below 50%. Therefore, the above presented figures indicate that poor School Performance in secondary school of the Zone. Thus it may require a wide and broad analysis of the education sector of the zone in general and its secondary education in particular in relation to principals' leadership with School Performance

Regional and West Wollega Zone Education Desk complains principals for their poor performance and failure to demonstrate expected leadership practices (WWZED, 2019; GEQIP II, 2016). Despite investment at a massive level on education and the number of changes made by the Government of Ethiopia, most secondary schools in the Zone under study are not registering what is expected from effective schools (Berhanu, 2016). Since, the observed improvement is negligible; to make change schools' leadership practices must meet the needs of individual students.

Leadership provides a leadership paradigm for changing educational organizations and making them more productive (Leithwood & Jantzi, 2006). However, research findings indicated that, among other factors, factors like the way principals practice their leadership roles strongly affect School Performance (Flores, 2007). In addition to the above mentioned reason, the investigator of this study observed research gaps in addressing the issues under this study. As far as the knowledge of the investigator of this study was concerned, there were no studies conducted to address school performance problem in relation to principals' leadership practices. There are researches conducted on each of the mentioned variables separately without considering the relationship between them.

For example, Demeke (2014), Gedefaw (2012), Seungcheon & SungSang (2014) and Tewdaje (2012), among other researchers, conducted studies about principals' leadership practices with teachers motivation, job satisfaction, attrition and turnover. However, they did not relate these factors with school performance. Similarly, Tigistu (2012) tried to

analyze principal leadership effectiveness in one of the sub-cities in Addis Ababa. However, he did not treat principal leadership practices against school Performance.

Likewise, no previous study has been conducted within the Zone to examine the leadership practices of school principals and school Performance particularly taking the standard set by Ethiopian Ministry of Education for School Inspection result as measurement of school Performance. Though Tesfaw (2014) studied leadership, the methodology, variable and context that he used was different from this study. He focused on the relationship between transformational leadership of principals and teachers' job satisfaction in public secondary schools, by used Multifactor Leadership Questionnaire Form 5X (MLQ-Form 5X) as a data collection tool.

Therefore, the investigator of this study was interested to address the problem identified in zone understudy secondary education and to cover the empirical research gap indicated. Hence, the major purpose of this study was to assess principals' leadership practices and School Performance in West Wollega Zone secondary education context.

Therefore, the gap that is mentioned above and the search for effective leaders' warrants investigating to what extent principals' leadership is characterized and implemented in secondary schools of West Wollega Zone.

It's true that unproductive schools has a lot to do with the deterioration of quality of education in the education system and relationship between principals behavior and effective school performance is immense importance for smooth running of educational institution (Berhanu, 2016). We can better understand the conceptions; school leadership and better perform school and plan for intervention for increasing their performance through principals leadership practices.

Hence, this study is planned to examine leadership practices and school performance of secondary schools found in West Wollega Zones. The study attempted to answer the following research questions:

1. What principals' leadership practices (Transformational Leadership Practice & Instructional Leadership Practice) prevail in secondary schools in West Wollega Zone?

2. What is the level of performance of Secondary Schools in West Wollega Zone?
3. Is there significant relationship between principals' leadership practices and school performance in secondary schools in West Wollega Zone?
4. To what extent the principals' leadership practices predict the school performance in secondary schools in West Wollega Zone?

1.3. Objectives of the Study

1.3.1. General objective

The main Objective of this study is to examine the principal' leadership practice and school performance in secondary schools in West Wollega Zone.

1.3.2. Specific objectives

1. To assess the leadership practices that prevails in government secondary schools in West Wollega Zone.
2. To determine the level of performance of secondary schools in West Wollega Zone.
3. To identify the relationship that might exist between leadership practice and school performance in government secondary schools in West Wollega Zone.
4. To determine the extent to what principals' leadership practice predicts school performance in government secondary schools in West Wollega Zone.

1.4. Significance of the Study

The following are the major significances that the study may contribute.

- It may provide information to regional and zonal, Woreda educational office and Schools on the current status of the relationship between of principals' leadership practices and School Performance.
- It may also show school principals leadership practices relation with school Performance for school management.
- It may help the West Wollega Zone education office to see the status of principals leadership aspects that could affect school Performance of government secondary schools.

- It may provide a valuable reference for other schools to reflect upon the leadership practices and its effect on the school Performance.
- It may serve as a stepping stone for further studies to be conducted on the topic.

1.5. Delimitation of the study

It is more useful to assess the relationship between leadership practices and school performance in secondary schools' at regional or national level. However, for some practical reasons and manageability, this study is delimited to the principal leadership practices and school performance in West Wollega Zones. The scope of the study was delimited to 9 government secondary schools of West Wollega Zone. Among principal leadership practices implemented for the overall school performances, this study was delimited to examining the instructional leadership practices and transformational leadership practices and school performance. This means the study was delimited to investigate secondary school principals' leadership practices focusing on the following two major dimensions of leadership practices (instructional leadership practices and transformational leadership practices) as these dimensions are contemporary leadership practices that are used by principals in those secondary schools.

1.6 Limitation of the study

Every study has its own drawbacks. Likewise this study has some limitation, which may affect its qualities. A researcher planned his work to make the finding objective and effective of the factual data. This needed collection of data from concerned bodies and making references, as much as possible. Lack of ample literature references related to the title of study was limitation of the study. In addition, shortage of time, budget and resources limited the study to be restricted to nine secondary schools. However, the researcher tried to alleviate the shortage of the references by browsing on the internet.

1.7 Operational definition of key terms

School Principals: is a person who is executive leader of a secondary school and who is responsible for goal attainment and success of a school. In context of this study school leadership practices includes both transformational and instructional leadership practices of school leadership.

Leadership is a process of influencing the action of other in achieving the desirable ends
Leadership Practices is a behavior of school principals that focuses on learning-teaching, curriculum and assessment (instructional leadership) and change and development (transformational leadership) in the school context.

Effective Leadership Practices is School leadership behavior perform better in managing time, supervising instruction, develop teachers and setting direction for school success.

School Performance: related to the performance of the school (school improvement) as measured by school inspection framework with input, process and output.

Secondary Schools: in this study are public secondary schools in West Wollega Zone; schools that give education in two years duration (Grade 9-10).

1.8 Organization of the study

The study was organized in to five chapters. Chapter one presents the nature of the problem and its approach comprising 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 definition of key terms. The second chapter focuses on review of related literatures in which results of previous studies were consulted. In this chapter general concepts and definitions, basic issues, theoretical and empirical evidences about the relationship of principals' leadership practices and school performance were discussed in detail. Chapter three deal with design, methodology, population and sampling technique of the study. In this chapter; source of data, data collection procedure and ethical issue were discussed. Chapter four deals with data presentation and analysis and chapter five was about findings of the study conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature on the definition & concept of leadership, nature of leadership practices & school performance and characteristics of principals' leadership. It also focuses on the relationship of principals' leadership practices and school performance. Where, it deals with conceptual framework principals' leadership practices with the relationship between school performance of secondary schools were discussed.

2.1. Concepts and definition of leadership

The concept of leadership has no unique agreed upon definition; many scholars for example Lillie, (2013) define it in different perspective & understanding of the concept of leadership has advanced over time. Yet it becomes even much more important to understand its definition in this century of globalization and instability. Organizations today exist in disorderly times and leadership for competitive advantage is the expected norm (Hadebe, 2013). Thus, the understanding of what leadership entails becomes even more critical especially if all organizations have to be effective and efficient in achieving their mandate. Through lack of leadership, organizations have been observed to underperform (Hadebe, 2013). Thus, the substance gets to be core issue to be addressed in the study of leadership so that a reliable foundation for any organization that seeks to attain its results is successfully built.

Leadership is one of the main concepts analyzed in different fields of the social sciences. Thus, there is no a common definition of leadership because its priorities in each field are different. This means that the idea of leadership, just like the ideas of democracy and peace, are formed according to how the individual perceives them (Cogaltay, et al., 2016). When considered conceptually, leadership has four main components. These can be summarized as: leadership is a process, leadership requires affecting others, leadership rises in a group and leadership requires making the common objectives clear (Cogaltay, et al., 2016).

Leadership could be defined as “the art of mobilizing others to want to struggle for shared aspirations & it is all about results” (Sandbakken, 2006). Leadership is one of the

key functions of organizational management, since a strong leadership can help organizations in their permanent struggle to be increasingly competitive, as it helps to align people, timing and resources to achieve organizational goals. Leadership has acquired substantial attention in the literature because of its potential implications for the performance of the organization. Besides, Langton, Robbins and Judge (2013) defined 'leadership' as the leaders' "ability to influence a group towards the achievement of a vision or set of goals.

We can analyze the above mentioned definitions and we can argue the following:

1. *Leadership is a process of intentional influence.* The fact that it is intentional is relevant because successful leaders are those that are capable of influencing their followers towards achieving certain objectives and goals. Unintentional influence happens frequently (even in leader follower relations) but leadership is concerned with the process of influence with purpose.
2. *Leadership means having followers.* It is no use talking about leaders without followers. We could say that we recognize a leader by the number of followers that he or she is able to gather. Thus a leader without followers is purely 'a lone nut'.
3. *Leadership is about inspiring people.* Things like sense making, framing and defining reality, creating a vision, enable others to have a meaningful contribution are essential to leadership, as they differentiate it from management. It is more than a formal relationship based on the possibility of sanction or reward. Leaders become role models for their followers.
4. *Leadership is about achieving results.* No matter how inspirational and charismatic a leader may be without 'success', the leaders capacity to inspire and influence is doomed to fade. Leadership makes sense if it can achieve the expected results or even more. The appeal of the concept lies also in the capacity of true leaders to achieve more than what is expected of them. We could say that this is probably the most important criteria that differentiate leaders from 'non-leaders'.

Currently, leadership becomes a key component of organization, management and administration of educational throughout the world (Keyredin& Abeya, 2017). Information regarding the definition of leadership indicates that its process involves the

ability of one individual to motivate and influence others ((Rodrigues & Ferreira. 2015)). Leadership is the process of making sense of what people are doing together so that people will understand and be committed' (Yukl&Apud,2010).Ideally motivation and influence occur in a manner that is positive and respectful, contributing to the achievement of specific goals.

While this basic definition of leadership has consistently been used as a foundation for evaluating this process, scholars have developed various frameworks aimed at understanding the theoretical foundations of leadership in practice (Ghasabeh, Reaiche&Sossay, 2015). Trait, behavioral, situational, transactional, and transformational leadership styles are just a few of the theories that have been proposed to evaluate the fundamentals of leader behavior and the basis for motivation and influence (Ghasabeh et al., 2015). Even though an understanding of the continuum of leadership theories provides insight into the evolution that has occurred in this field, an examination of transformational leadership and its definition does provide a concluding description of efforts made to study leadership practice.

Thus, from the above literature, leadership may be considered a process of influencing and leading followers and situations. It is impossible to provide detailed summary on leadership in this chapter considering the voluminous literature available. However, since the focus of this study is on leadership practices of secondary school principals, it is logical to examine the nature of School principal leadership.

2.2. School Principal Leadership

Principals' roles are numerous and range from managing the day-to-day functions of schools to introducing different methods, procedures and ways of doing things to make their schools effective and efficient (Ross & Gray, 2006). Hence, principals are expected to possess the necessary knowledge and leadership skills to effectively lead their schools and to improve students' learning and achievement (Ross & Gray, 2006). They must be able to encourage and motivate their staffs to accept the initiative and to provide the necessary resources and support for the staff to successfully improve students' achievement (Leithwood, Louis, Anderson, &Wahlstrom, 2004).

For improvement to occur at the school level, the school principal must create a culture supportive of change (Duke, 2004; Fullan, 2005). Principals create such cultures when they (1) create policies and procedures which facilitate the improvement process, (2) arrange schedules so that individuals can work together as they strive for improvement, (3) demonstrate collaborative relationships with members of the staff and other administrators, (4) participate in staff development and other learning activities focused on the improvement initiative, (5) utilize the evaluation process to monitor improvement and assess the degree of implementation, (6) discuss the successes and setbacks experienced during the improvement process, and (7) highlight the successes of individuals as they engage in improvement (Duke, 2004; Fullan, 2005; Hall & Hord, 2006; Kouzes & Posner, 2002). Hence, to be successful, schools need consistently energetic, well-informed, and focused leaders (Kaplan, Owings & Nunnery, 2005).

Furthermore, Usdan, McCloud & Podmostko (2000) listed the following items as the requirements for fulfilling the roles of principals: (1) knowledge of academic content and pedagogy, (2) working with teachers to strengthen skills, (3) collect, analyze and use data, (4) bring together all stakeholders to increase student performance, and (5) possess the leadership skills to fulfill the role.

In addition, effective school leaders strike a balance in managing buildings, maintaining higher accountability standards for student achievement, promoting teacher professional development and advising parents and community members in school-related decisions (Childs & Bowen, 2005). In responding to increased standards for student achievement, effective principals recognize that they alone cannot be the sole instructional leader but must lead, coach, mentor and empower teachers and other staff members in the common pursuit of reform for school improvement (Hurley, 2001).

School leadership is expected to guide all employees, support them, undertake all responsibility and inspire them to meet the objectives of the schools. Furthermore, school administrators pave the way for curriculum reform and the development of a positive learning & teaching environment (Karadağ, Bektaş, Çoğaltay, & Yalçın, 2016 & Nichols, 2011).

There are different types of School principals leadership practices; for instance, distributive, participatory, instructional, transformational, and transactional. From these types of school leadership, researchers' emphasis over the past twenty years on instructional and transformational leadership because of their demonstrated influence on increasing level performance both at class room level and over all school level (Noraazia and Khalip, 2016) rapid changes in the education system including factors such as technology advancement as well as meeting society needs and demands contribute to the level of effectiveness among leadership and Agnes & Ying (2017) has been on both transformational leadership and instructional for school improvement and effectiveness.

Due to that; both instructional and transformational leadership are leadership behaviors that centre's on the development of followers by raising their individual needs to a higher level and seeking to meet those higher needs for goal school stands for (Bass & Riggio, 2006). Both leaderships are the type of school leadership most advocated (Ndiga, Mumuika, Floru, Ngugi and Mwalwa, 2014).

2.3. Instructional Leadership concept and definition

Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum. From a practical viewpoint, to implement leadership of the teaching process, a principal must play a role in the teaching and learning of teachers in terms of supervision, assessment, staff development and training services (Quah, 2011). Keefe and Jenkins (2002) refers instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

While Quah, (2011) opinion regarding instructional leadership involves the principal's actions to encourage growth in student learning. According to Sergiovanni (2005), instructional leadership refers to the ability to develop educational programs. These include the abilities to interpret the curriculum and determine the objectives of teaching, the diversity of teaching methods, determine classroom management, provide learning climate, implement instructional innovation, able to influence and coordinate the teachers and students to achieve the goals of school education.

Instructional leadership in the area of time management and supervising teachers will improve the quality of teaching and learning outcomes and enhance the attainment of the educational goals and objectives. Ahmed (2016) highlighted instructional leadership practices to include: framing school goals, communicating school goals, supervision and evaluation of instruction, coordination of the curriculum, monitoring of students' progress, protection of instructional time, maintaining high visibility, providing incentives for teachers, promotion of professional development and providing incentives for students.

Instructional leadership practices of principals are directly linked to creating the conditions for optimal teaching and learning. In the context of this study, instructional leadership practices could be referred to as administrative activities and roles that are geared towards providing support for teachers and students to ensure quality instructional delivery for school effectiveness. The instructional leadership practices of the above author adopted in this study are instructional supervision and time management.

2.4 Role of the Principal in School Leadership

The principal as the chief executive is the overall in charge of the school and is responsible for the quality of the school. S/he supervises the whole school programs and bears the ultimate responsibility for the overall school performance, proficiency and effectiveness including the competency of all school programs (Wango, 2006). The head is the secretary to the BOG, and in charge of the day-to-day activities in the school. He should understand the departmental programs and work closely with all the teachers through consultation on issues of mutual interest to the school like games and sports, other co-curricular activities and examinations. The school head should be well informed and experienced on the school system and should have an orientation to the whole school program. The school principals are charged with five major roles.

Globally and in Kenya particularly, the duties of a school principal include administering the approved school curriculum, school finance and business, staff and students in the school, school plant and equipment and school community relations (Republic of Kenya 1993,1997; Wango, 2006). Every nation expects the school head teachers to co-ordinate the above mentioned tasks well so that they can have effective schools that would lead

these nations into achieving their formal education goals (Okumbe, 1998). When national education policies are made the principal must think of means of implementing them and their aims and values.

These policies guide on the procedures of what to be done and how the various operations of the school are to be carried out. In schools there are members of the Board of Governors, the head teacher, deputy head teacher and the senior master as the school leaders. They come up with specific policies relevant to the internal functioning of the school. The principal is therefore charged with the responsibility of seeing that decisions made in the school are in line with the school policies. These policies have to be implemented without deviating from the overall education policy in the country. The school head as an administrator must be efficient and responsible.

As the leader of the teaching staff he has the responsibility of promoting effective teaching in the school. This he does by ensuring that the employer appoints qualified and competent teachers in his school. He should also be a highly competent and skilled person in modern techniques of classroom instruction, human relations, delegation of responsibilities and communication (Mbiti, 1974). He is responsible for the assignment of tasks and duties to the staff and ensuring that each person performs his or her duties satisfactorily through constant supervision.

To achieve the goal of improving the curriculum goals the principal must have an understanding of the teacher and the teacher's roles and must always be prepared to teach. He must maintain discipline among the teaching staff and the students which he must do with tact, fairness and firmness. The principal also ensures that each teacher is given an opportunity to satisfy his leadership aspirations by delegating duties and responsibilities to the staff. He should know that his employer the ministry of education or its agency the TSC expects quality work, loyalty and integrity from him. He therefore has to maintain a strong liaison with the ministry or its agencies such as the school board.

A responsible school head must keep the trust bestowed upon him by his employer and be exemplary as a teacher. When it comes to human relations the school head is in a key position to influence the human factors of morale. He must be able to analyze the social

and community setting including power structures and pressure groups in order to get support for the school programs.

2.5 Principal Practices as Instructional Leadership

An instructional leadership practice is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching.

The shift toward instructional leadership started in the 1980s and was a response to the public's desire that schools raise standards and improve the academic performance of learners (Resnick, L., 2002). The principal who was an instructional leader became the primary source of educational expertise in the building. The principal became responsible for managing the school and improving the teaching and learning in the building. The nature of instructional leadership was typically top-down because most principals set school goals. The principal 'led' the organization towards attainment of the goals as a means to school improvement.

Hence, it is a thornier path where principal must take into account the norms of the school in order to influence learning process positively. From the perspective as mentioned, leaders must equip themselves with skills, knowledge and specific efficiency to be effective leaders. According to John West-Burnham (2001), knowledge and skills are needed to build personal values, self-awareness, feelings and moral capabilities. When principals play the role as instructional leaders, they need to have the knowledge of learning theory and effective teaching. In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization.

In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of

the role of a principle as a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership.

2.6 Transformational Leadership Concept and Definition

Transformational leadership is a new concept in the educational leadership field and must respond to the innovative challenges of schools, producing high quality teachers and effectiveness of school (Leithwood&Jantzi, 2005; Gkolia et al. 2014). Burns (1978) defined the transformational leadership as the process of engaging with others to create a connection that increases motivation and morality in both the leader and the followers. Burns (1978) discussed leadership as transformation in which the leaders and the followers are often transformed or changed in performance. Other definitions of transformational leadership proposed by Avolio et al. (1999) who defined transformational leaders as being charismatic and influential in their abilities to make employees do more than what was expected from them at work.

Similarly, Seltzer & Bass (1990); Bass and Riggio (2006) asserted that transformational leaders commanded by mentoring, inspiring and encouraging their subordinates to use novel methods for problem solving. Transformational leaders consider the leadership as a process that stimulates and inspires their followers and enhances their leadership capacities as well. Moreover, transformational leaders increase the followers' level of awareness about the value of the output and upgrading their success (Bass &Riggio, 2006).

Transformational leadership provides a flexible approach to change, which allows a leader's personal style and the context to vary and help the organization solve problems (Bass & Avolio, 1990; Hallinger, 2011; Leithwood&Jantzi, 2005). Transformational leadership creates commitment, motivation and empowerment in individuals and inspires followers to go beyond their own self-interest to achieve high levels of performance and organizational goals (George & Jones, 2012; Hetland et al., 2011). Transformational Leadership in educational setting moves individuals towards a level of commitment to achieve school goals by identifying and articulating a school vision, fostering the acceptance of group goals, providing individualized support, providing intellectual

stimulation, providing an appropriate model and having high performance expectations (Jantzi&Leithwood, 1996).

2.6.1 Principals Transformational Leadership practices

Transformational leadership is the buzz word in educational leadership today. This leadership style evolved from Marzano& McNulty (2005), who proposed a theory of transformational leadership in his book, *Leadership*. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation. According to him, transformational leadership is the favored style of leadership given that it is assumed to produce results beyond expectations. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. They also articulate the vision in a clear and appealing manner, explain how to attain the vision, act confidently and optimistically, express confidence in his followers, emphasize values with symbolic actions, lead by example, and empower followers to achieve the vision.

Bass (1998) gives four factors, also referred as the four isof leadership, which characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration is characterized by giving personal attention to members who seem neglected (Bass, 1998). Intellectual stimulation is characterized by enabling followers to think of old problems in new ways (Bass, 1998).

Inspirational motivation is characterized by communicating high performance expectations (Bass, 1998). Lastly, idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior. Regarding transformational leadership in education, (Bass, 1998) developed the transformational model of school leadership. He found that the four Is of transformational leadership are necessary for school principals if they are to meet the challenges of today's schools. Each of the four Is of leadership, individual consideration, intellectual stimulation, inspirational motivation, and idealized influence, might greatly impact a principal in building the foundation for a positive school climate. According to Bass (1998)

transformational leaders achieve superior results from followers by engaging in one or more of the four Is.

Based on the Multifactor Leadership Questionnaire (MLQ), transformational leadership may work well in schools. The MLQ has been used for over a decade to test transformational leadership theory (Bass, 1998). Over time, this instrument has been refined. Analysts like Bass (1998) have concluded that transformational leaders receive higher ratings, are perceived as leading more effective organizations, and move followers to exceed expected performance further than transactional leaders. Transformational leaders impact a school climate through their concern for subordinates. The leader considers the needs of others over his own, shares risk with followers, is consistent rather than arbitrary, demonstrates high standards of ethical and moral conduct, possesses and uses referent powers, and sets challenging goals for followers (Bass, 1998). The leader gets individuals' team spirit and enthusiasm aroused.

The leader clearly communicates expectations and personally demonstrates commitment to goals and the shared vision Bass, (1998). Bass (1998) suggest that it is important for transformational leaders to allow subordinates to become an integral component of the decision-making process in schools. Followers are included in the process of addressing problems and finding creative solutions, and are encouraged to try new approaches without fear of public criticisms because of mistakes made or due to a different approach from the leaders. Under this type of leadership, teachers assume greater leadership roles and expanded authority, engage more in collegial relationships to share information and advice more frequently, and are involved in increased teamwork that serves as an integrative device for the school Bass, (1998).

Today, there is widely accepted conceptualization that leadership in a school setting is a shared process, rather than a one-way process in which only leaders influence others. The introduction of mutual influence process in leadership study has brought a paradigm shift in educational leadership understandings. Principals now need active involvement from their staff members to achieve their schools' goals. Leadership theories that closely link with this concept are known as transformational leadership. Transformational leadership is a type of shared or distributed leadership. Principals who exercise transformational

leadership models focus on bottom-up approaches to incite change in schools (Hallinger, 2003).

The present study, based on the Transformational School Leadership model (TSL) (Leithwood, Steinbach & Jantzi, 1999; 2001; 2006), adopts the three categories (setting directions, developing people, and redesigning the organization) and six dimensions (sharing school vision and building consensus, high performance expectation, individualized support, intellectual stimulation and modeling behavior, building collaborative structure and strengthening school culture) of transformational school leadership.

Leithwood et al. (2006) model incorporates the Bass and Avolio dimensions of transformational leadership that are idealized influence, intellectual stimulation, individualized consideration, inspirational motivation and contingent reward. They have done more than 34 large studies using transformational school leadership model. Among these 22 of the studies focused on principals. After such extensive research Leithwood et al. determined that Transformational School Leadership is the best starting point to develop a model for making schools effective (Gulbin, 2008). Leithwood et al. aligned the behaviors with the concepts of the Multifactor Leadership Questionnaire and organized them into three categories. According to Gulbin (2008) and Leithwood&Jantiz (2006), the three categories and specific dimensions of transformational school leadership model are discussed as follows:

1. Setting Direction: This category has three dimensions, namely: Building school vision, Establishing school goals and Demonstrating high performance expectations. While *building school vision* focuses on providing staff with an overall sense of purpose, sharing and exciting staff with visions, helping clarify the meaning of the school's vision in terms of its practical implications for programs and instruction, assisting staff in understanding the relationship between external initiatives for change and the school's vision and the larger social mission of the school, and using all available opportunities to communicate the school's vision to all the school community; *establishing school goals* concentrates on providing staff with a process through which to establish school goals and to regularly review those goals, expecting teams of teachers and individuals to

regularly engage in goal setting and reviewing progress towards those goals, assisting staff in developing consistency between school visions and both group and individual goals, encouraging teachers to establish and review individual professional growth goals.

2. Demonstrating high performance expectations: gives attention on expecting staff to be innovative, hardworking and professional, commitment to the welfare of students, not accepting second-rate performance from anyone, permitting freedom of judgment and action within the context of overall school goals and plans. Examining the proximity of constructs between building school vision and establishing school goals, the researcher merged them in to one dimension- sharing school vision and building consensus. Thus, in this study setting direction have two dimensions (sharing school vision and building consensus, and demonstrating high performance expectations).

3. Developing People: This category has three dimensions, namely: providing Individualized support, providing Intellectual stimulation and Modeling. Offering *individualized support* includes treating everyone equally, having an ‘open-door’ policy, being approachable, giving personal attention and being thoughtful about the personal needs of staff. Moreover, encouraging individual staff members to try new practices consistent with their interests, providing coaching for those staff members who need it, following through on decisions made jointly with teachers and assuring staff members that they can get what they want personally in exchange for their efforts are behaviors’ included in this dimension.

Providing *intellectual stimulation* focuses on the practice of removing penalties for making mistakes as part of efforts toward professional and school improvement, directly challenging the basic assumptions of staff about their work as well as unsubstantiated or questionable beliefs and practices, encouraging new initiatives, stimulating the search for and discussion of new ideas and information relevant to school directions.

Modeling behaviors gives attention to best practices and important organizational values, general commitment to the school organization, working alongside teachers to plan special events, displaying energy and enthusiasm for own work, commitment to professional growth, demonstrating the value of examining problems from multiple perspectives, modeling problem solving techniques that others can adapt for their own work. Furthermore, this dimension promotes reinforcing key values such as respect for

others, trust in the judgment of one's colleagues, integrity and the instrumental value of punctuality.

4. Redesigning the Organization: There are two dimensions under this category, creating a productive school culture and developing structures. Creating a *productive school culture* dimension dedicated on clarifying the school's vision in relation to collaborative work and the care and respect with which students were to be treated, reinforcing with staff norms of excellence for their own work and the work of students, using symbols and rituals to express cultural values in the context of social occasions in which most staff participate, confronting conflict openly and acting to resolve it through the use of shared values, using slogans and motivational phrases repeatedly, acting in a manner consistent with those beliefs and values shared within the school. Furthermore, this dimension includes sharing power and responsibility with others, working to eliminate 'boundaries' between administrators and teachers, and providing opportunities and resources for collaborative staff work.

Developing school structures focuses on distributing the responsibility and power for leadership widely throughout the school; Sharing decision-making power with staff, Taking staff opinion into account when making decisions; Providing autonomy for teachers (groups, individuals) in their decisions, altering working conditions that helps staff have collaborative planning time and creating opportunities for staff development.

Though this category (redesigning the organization) has two dimensions, the researcher merged them to one dimension-building collaborative structure and strengthening school culture. Thus, in this study the transformational school leadership model is constructed by three categories and six dimensions. It is widely believed that the more the transformational leader employs these dimensions, the more likely the school becomes efficient and effective (Gulbin, 2008: 34). Leithwood and Jantzi (2007:190) in their review of transformational leadership research found that this type of leadership had positive relationship with the concept of school effectiveness.

2.7. The Concept of School Performance

Several studies in different countries conducted research on school performance and identified factors that make schools effective or ineffective (Teddle & Reynolds, 2000).

School performance is an issue that deeply concerns students, parents, teachers and authorities not only in our country, but also in many other countries and continents (Lamas, H. 2015). School performance refers to the impact that school-wide factors, such as school policy for teaching, school climate, facilities, community relation and its contribution for education and the school's perceived mission, have on students' cognitive and affective performance (Creemers&Kyriakides, 2008). School performance is one of the concepts that are hard to explain and even more tough to quantify. Many scholars in the arena of educational planning see "performance as a measure of factors that seeks to success the schools with respective of goal achievement and mission realization.

For Caballero et al. (2007), School performance involves meeting goals, achievements and objectives set in the program or course that a School attends. These are expressed through in our context by standard set by MoE (2008) for school inspection. Among different models of school performance the Standard set by MoE (2008) put forward the twenty six factors i.e. leadership, high student expectations, a secure environment, acquisition of basic skills, and frequent performance assessment as very important that help attain school effectiveness (Scheerens, 2000).

School performance depends on several factors, particularly under the current climate where global reforms in education and innovation have been the order of the day. Researchers, educational planners and policy makers have been much occupied with what constitutes school effectiveness for better performance. They are also concerned with how to make their schools more effective and raise quality and standards of achievement.

However, the concept of school performance evolved into the current definition gradually following certain agreements on improvement for school inspection. The known elements of measuring school Performance are *economic aspects*. To economists, performance is related to the production process of an organization, that is, transformation of inputs to outputs. The assumption of this perspective is that the increased inputs will lead to increments in outcomes. While they consider finance, educational materials and students as input; instructional methods, curriculum, and organizational conditions are considered the process that produce the output. Students' successful graduation or their grades at the

end of school are considered output. However, input-output model is criticized for not giving clear answers to how the desired outputs can be defined and how the production process operates (Creemers&Kyriakides, 2008).

In 1970s and 1980s, researchers used school results such as the number of transfer for special education, transitions from one levels of education to the other and repetition ratio as criteria for school Performance, current studies mostly use data from national tests (Berhanu, 2016). Horng, Klasik, and Loeb (2009), in their study, principal time-use and school performance, also use four types of school effectiveness measures in respective to: Input (resource used), process for production(learning-teaching process) and Output the results of education.

Moreover, quality and equity are used as measurement of effectiveness performance. The criteria for effectiveness performance for school will be measured at the level of individual students, classes, and schools (Creemers&Kyriakides, 2008), as well as how far each school manages to reduce the variance between students (equity). Quality is measuring outcomes of schooling by investigating whether what is achieved exceeded the expectations, the expected is achieved, or less than expected is achieved. Equity is measuring outcomes of schooling by investigating whether the gap is reduced, remains the same, or is increased.

School performance is the extent to which the set goals or objectives of a school program are accomplished. A school would be regarded as effective if “school Input-processes-output result in observable positive outcomes among its students, consistently over a period of time” (Iyer, 2011). The parameters for measuring the performance of a secondary school include the level of discipline tone of the school, school climate, teachers’ performance and the number of students who successfully pass their school leaving certificate examinations (Akinola, 2013).

Effective performed schools give more emphasis to the facilities and establish conducive learning environment (Kyriakides, 2005a in Creemers&Kyriakides, 2008). In less performed schools, more scheduled time is wasted because there is no system to encourage, or compel schools to use time effectively. Achieving or excelling goals that are set by a school is generally deemed as school high performed.

Several studies for insistence (Sun & Leithwood, 2012; Creemers & Kyriakides, 2008; Gulbin, 2008; Leithwood & Jantzi, 2007; Browning, 2014; Greb, 2011) have been conducted to establish possible correlation between school leadership and School performance in outside our country. The meta-analysis of Chin (2007) showed that transformational school leadership had positive and very large effect on School performance. Bush also argues that the quality of leadership makes a significant difference to school outcomes. This requires trained and committed teachers but they need the leadership of highly effective principals (Bush, 2009).

Sun and Leithwood (2012) analyzed the nature of transformational school principalship and its effects on School performance. They found that transformational school leadership has small but significant effects on school outcomes (Sun & Leithwood, 2012). Researchers most frequently use school outcome or student learning outcome to measure the impact of transformational leadership on school performance (Ross, 2004; Leithwood et al., 2004; Griffith, 2004). All the above studies reported significant and positive correlation between transformational leadership and school performance. This study uses twenty six standard set by MoE in 2008 for school inspection to measure the relationship between principals' school leadership practices with school performance at secondary school of West Wollega Zone, Oromia National Regional State.

2.8. The relationship between Instructional leadership and School Performance

Based on the philosophical stand, specifically, anyone can be an instructional leader if he has a vision, basic knowledge, willingness to risk, willingness to work for a long period of time, and willingness to undertake change, maintain growth, develop changes and to empower others (McEwan, 1998). A study done by Quah, (2011) proved that the principal's practice is indispensable in promoting staff development program to achieve the school's goals. In addition, Hall (1986) found that principals' support in staff development programs indicated an increase in knowledge, communication skills and participation in decision making among teachers. Consequently, the support of the principals in the success of staff development programs can influence the performance of the school organization. Blank's (1987) study carried out on 32 schools in the United

States provided a useful base from which to draw conclusions that principals do play their role as instructional leaders in promoting change in curriculum instruction. Schools' activities indeed encompassed the revision and implementation of innovative instruction methods as well as in-service training.

It is not surprising to us that instructional leadership and school performance particularly academic performance are significantly related as reflected in the works of a few leadership researchers. For instance, Andrews' (1987) study found that principal's instructional leadership is positively related to student achievement in school examinations. Andrews proved that teachers do have positive perceptions towards the effectiveness of instructional leadership when the classroom environment is good. In addition, Rossow (1990) outlined seven positive behaviors of principal such as priority to student performance, conducive school climate, clear goals, effective leadership, evaluation of students' progress, support staff development and coordination of teaching and learning programs have led to effective teaching and learning to improve student performance in school performance.

Rossow's study substantiated that factors such as controlling the quality of teaching, paying tribute to the achievements of students, analyzing and evaluating students' progress directly affect students' learning performance and school performance. As such, it is important to note that principals are directly involved in the teaching and learning programs in schools. Interestingly, Wang et al's. (2011) findings showed the school factors that comprised principal instructional leadership, classroom management, and quality of teaching, classroom climate; student-teacher interaction and peers' influence have greater influence towards school outcomes/performance. Furthermore, Duke (1993) found that staff development program which is 'Student-Based Staff Development' held in Albermale County Public School, United States is able to improve School performance by 50 percent among poor performing school. Likewise, Bushman, et al. (2001) findings on 118 schools in 24 different districts in California reviewed the efforts used by principals to improve education among low performing schools showed that 84 percent of the principal focused on individualized instruction.

2.9 Relationship between principals Transformational Leadership practices with School Performance

Skillful school leadership is a key factor in explanation of school performance (Hallinger, 2011). School performance as the school ability to accomplish their goals is highly dependent on leader's effectiveness (Marzano et al., 2005). Therefore, a key element of an effective performed school is an effective principal, which must be a visible and interactive part of the school environment (Whitaker, 1997). According to McFarland & Sweeney (1998), the most successful leaders should be transformational leaders, which interact with subordinates to accomplish organizational goals (Yukl, 1999) and foster strong community support for the change by creating a vision for the organization and stimulating them at school (Bass, 1985; 1997).

Furthermore, the success of school performance efforts is dependent on principals' transformational leadership ability. These transformational leaders enabled and empowered constituents, provided resources and encouraging their employees by developing the vision of the effective performed school (Alexson, 2008).

According to review of literature, some researchers have empirically investigated the relationship between transformational leadership and school performance. According to empirical studies, practicing transformational leadership by leaders in schools increases the level of school performance by focusing their effort to long-term goals, building a shared vision, inspiring the teachers to follow their vision, and creating high performance expectations (Harris, 2008). Thus, by practicing transformational leadership, the follower feels loyalty, trust, and respect toward the leader and they will be motivated to do more than they are expected which increases the level of school performance (Leithwood, et al., 2004). Leithwood and colleagues between 1990-2006 examined the effect of transformational leadership on the outcomes of organizational conditions and school outcomes (Leithwood&Jantzi, 2006; Leithwood, et al., 2004; Leithwood et al., 2002). The findings of their studies indicated that transformational leadership dimensions have significant positive effects on teachers' work settings, student achievement and organizational conditions, which contribute to the school performance. Practicing transformational leadership behaviors such as setting direction through visions, goals, and

high expectations; developing people through individualized support, intellectual stimulations, and modeling practices; redesigning the organization through culture, structure, and policies will enhance overall level of academic optimism and will provide a structure of effective school leadership (Leithwood et al., 2006).

Furthermore, Leithwood & Sun (2012) indicated that transformational leadership dimensions had large effects on schools working environment. Among all transformational leadership dimensions, strengthening school culture and building collaborative structures, have small but significant influences on teachers and school conditions. One possible explanation for increasing the level of school performance by practicing transformational leadership is that when staff ensures they have adequate involvement in decision making related to programs and instruction their activities toward school goals will be increased. Cheng (1997) indicted that, in order to solve the deal with challenges of changing education environment and educational reforms, school principals must have a new set of leadership beliefs that can transform the traditional constraints, facilitate educational changes, develop appropriate school environment for school stakeholders to work and pursue long-term performance in schools.

2.10 Conceptual framework of the study

The conceptual framework below shows the relationship between the independent and the dependent variables of the study. The independent variables are principals' leadership practices and dependent variable is School performance. The theoretical framework in this study will be developed based on the principals' Transformational leadership theory of Leithwood (2005) that in Educational Leadership describes two models of leadership that were instructional and transformational models.

There are different types of School leadership practices; for instance, distributive, participatory, instructional, transformational, and transactional. From these types of school leadership, researchers' emphasis over the past twenty years on transformational and instructional leaderships because of their demonstrated influence on increasing followers' positive attitude, and level performance organizational (Noraazia and Khalip, 2016) rapid changes in the education system including factors such as meeting society needs and demands contribute to the level of performance among leadership and Agnes

& Ying (2017) has been on transformational and instructional leadership for school improvement and effectiveness because they foster positive employee commitment through their characteristics (Jain, & Duggal, 2015). Due to that both leadership practices are the types of practices of principals school leaderships those most advocated (Ndiga, Mumuka, Floru, Ngugi and Mwalwa, 2014).

The instructional leadership model attempts to draw principals' attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals' time. This model includes three main categories of practice: 1. defining the school's mission, 2. managing the instructional program, 3. promoting a positive school learning climate. Practices related to defining the school's mission include overseeing the development of specific school goals and ensuring they are communicated clearly to all members of the school community.

The practices central to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. At the heart of this model, however, is the final category of practice, promoting a positive school learning climate, which includes "protecting instructional time, promoting professional development, maintaining high visibility. Instructional leadership in the area of time management and supervising teachers will improve the quality of teaching and learning outcomes and enhance the attainment of the educational goals and objectives. Though the term instructional leadership is used in no child left behind the schools, it is not explicitly defined and may have been informed as well by the literature on transformational leadership, another model that has gained much traction in the educational community in recent years.

The transformational leadership model on the other hand also places strong emphasis on mission building and instructional practice. The main difference between the two models has to do with developing the capacities of others: building staff members' commitment to the organization, cultivating new leaders, and nurturing a climate of continuous learning, reflection, and growth. "All transformational approaches to leadership," as Leithwood notes, "share in common the fundamental aim of fostering capacity development and higher levels of personal commitment to organizational goals on the

part of leaders' colleagues" (p. 10). Again, the model includes three broad categories of practice:

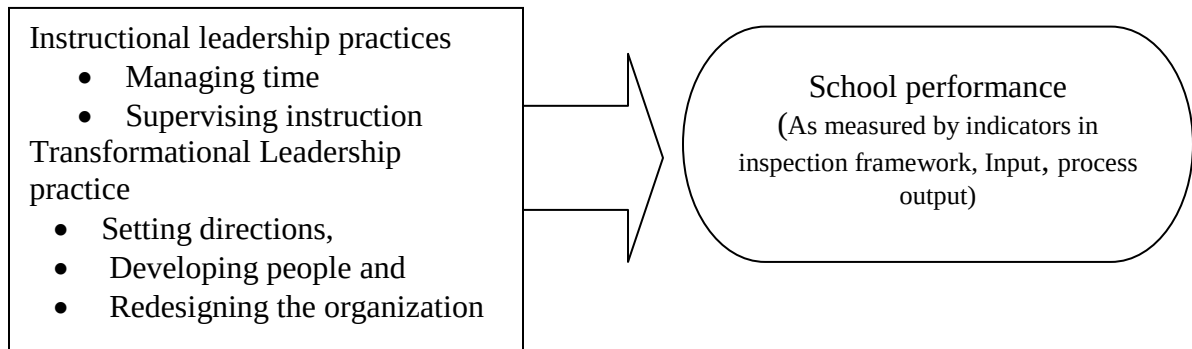
1. Setting directions,
2. Developing people and
3. Redesigning the organization.

As in the instructional leadership model, principal practices under setting directions include "building school vision, developing specific goals and priorities, and holding high performance expectations" (Leithwood, p. 10). Developing people emphasizes a principal's role in "providing intellectual stimulation, offering individualized support, and modeling desirable professional practices and values" (p. 10). The final category, redesigning the organization, includes "developing a collaborative school culture, creating structures to foster participation in school decisions, and creating productive community relationships" (p. 10).

Redesigning the organization also includes reviewing and refining administrative processes to ensure that policies and processes consistently "reinforce and institutionalize rather than hinder" school improvement (p. 13). Thus, it has been proven that both leadership theories are strongly related to school better performance especially in determining school outcome and the present study will be guided by the this conceptual framework i.e. Instructional leadership and transformational leadership practices with relation to school performance in West Wollega secondary School and depending on the above literature the following conceptual framework will be developed to guide the present study.

Independent variable

Dependent variables



Sources: - Adopted from Leithwood (2005), Ahmed (2016)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the study presents the methodological aspects which include the research design, research method, sources of data, population, sample size and sampling techniques, data collection tools, validity and reliability checks, data collection procedures, method of data analysis and ethical considerations.

3.1 Research design

Descriptive survey with correlational design was selected for this study. Descriptive survey with correlational design was selected because of its quantitative nature and descriptive statistics and inferential statistics were used in examining whether a relationship exists between leadership practices and school performance. Correlational design can provide information that allows predictability based on associations. In this study, there was an interest in the variables of leadership practices and school performance. Thus, a correlational design was employed to determine if any relationship exists between the two. Correlational design allows for the analysis of multiple variables in one study, and it also indicates the degree of relationship among variables. In addition descriptive statistics was used to determine the degree of implementation of items of instructional leadership.

Therefore, a very practical design for this study was descriptive survey with correlational design as various factors of leadership practices were looked at and the degree of relationship was an area of interest. The current study was to determine if a relationship exists between leadership practices and school performance but not to investigate if one was caused by the other. It should be noted that correlational research does not provide for causality. McMillan (2004) stated that the most important principle in evaluating correlation research is not to infer causation.

3.2. Research Approach

The study was employed quantitative and qualitative research approach. The core assumption of this form of inquiry is that using both quantitative and qualitative together

or combination; provide a better understanding of research problem than either type by itself (Creswell, 2014; Creswell & Plano, 2011). Accordingly the quantitative approach was used to collect numeric data from a large number of people using instruments with questions and responses (Creswell, 2014; Creswell, 2011). Quantitative approach was emphasized because investigating principals' leadership practices and school performance in secondary schools were better understood by collecting quantitative data from school leadership and teachers.

Besides to quantitative, supplementary qualitative data, for augments of quantitative was explored from school leaders on extent of transformational and instructional leadership were practiced and level of school performance in the government secondary schools understudy. To this end, the qualitative approach is incorporated with quantitative in the study to validate the quantitative data. Since, it was helpful to obtain reliable and relevant information from a variety of sources in School leaders' transformational and instructional leadership practices and level of school performance to the school in secondary Schools.

3.3 Sources of Data

The data of the study obtained from primary sources. Primary data was gathered from teachers and principals of schools.

3.4. Population, Sample Size and Sampling Techniques

Teachers and principal found in secondary school of West Wollega are the target population of the study. There are 23 woredas and 85 secondary schools in West Wollega Zone. Among these woredas 5 woredas (22%) were selected using simple random sampling to be the sample of the study. These woredas were namely, Nejo, Lata Sibu, Boji Chokorsa, Boji Dirmaji and Jarso woreda. From these woredas nine secondary schools (10% of the schools) having 35 and above teaching staff were purposively selected to participate on the study. Accordingly, from all 326 teachers that were in the 9 schools 180 teachers and all principals (9) of the 9 schools, all together 189 participants were selected using random and census sampling technique respectively.

Mugenda and Mugenda (2003) pointed out that a 10% sample is sufficient representation of the target population. Accordingly, Boji Chokorsa, Biftu Gida, Burka Nasi, Haro Biru, Jarso, Boji, Amuma Hena, Gori, Werejiru secondary schools were selected. The researcher decided to secondary schools having 35 and above teaching staffs. These secondary schools were selected because they have 35 and above teaching staffs.

Regarding the sample size, the selection was based on the idea of (Creswell 2012: 12). That is, “One way to determine the sample size is to select a sufficient number of participants for the statistical procedures you plan to use sample from the population”. To determine the sample of the study, Yemane’s sample size determination formula was used (Yemane, 1967).

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

Where, n= required sample,

N= total population,

ê= the level of precision (0.05).

Then, the sample size for the total population are 326 of teachers, $n = \frac{326}{1 + 326(0.05)^2} = 180$ (55%). Then, the required number of teachers from each selected school was proportionately selected and distributed from. To select the sample simple random sample of lottery method was used the desired sample. In addition, census 9 (100%) sampling technique was used to select the all 9 available principals.

Table 1: Population, Sample Size and Sampling Techniques

No	Schools	Respondent	Population	Sample	%	Sampling Tech.
1	Boji Chekorsa	Teachers	36	20	55	Proportionate & simple random M
		Principal	1	1	100	Census
2	Biftu Gida	Teachers	36	20	55	Proportionate & simple random M
		Principal	1	1	100	Census
3	Burka Nasi	Teachers	37	21	55	Proportionate & simple random M
		Principal	1	1	100	Census
4	Haro Biru	Teachers	41	23	55	Proportionate & simple random M
		Principal	1	1	100	Census
5	Jarso	Teachers	35	19	55	Proportionate & simple random M
		Principal	1	1	100	Census
6	Boji	Teachers	35	19	55	Proportionate & simple random M
		Principal	1	1	100	Census
7	AmumaHena	Teachers	36	20	55	Proportionate & simple random M
		Principal	1	1	100	Census
8	Gori	Teachers	35	19	55	Proportionate & simple random M
		Principal	1	1	100	Census
9	Werejiru	Teachers	35	19	55	Proportionate & simple random M
		Principal	1	1	100	Census
Total			335	189		

Source: West Wollega Zone Education Desk Annual EMIS (2018)

3.5. Variables of the Study

The study comprise of two major variables: Leadership practices and school performance.

- **Independent variable:** Leadership Practices measured by
 - Transformational leadership
 - Instructional leadership
- **Dependent Variable :** School performance measured by school inspection framework
 - Input
 - Process
 - Output

3.6. Data Collection Tools

3.6.1 Questionnaires

Using of tools for gathering data help to get adequate and sufficient data for the problem under study. In supporting this idea, therefore, the researcher used questionnaires types of data gathering instruments. Leithwood et al (1999) standard questionnaire to measure leadership practice was adapted and used for this study. To examine school performance inspection checklist was adapted and used to examine the school performance in this study. To measure the leadership practice 67 items were used and to examine the secondary school performance 26 items were used, totally for school performance 93 items were used in this study.

The main reason to use questionnaire is for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time. Questionnaires were prepared for secondary school principals and teachers. Questionnaires include closed ended items. The closed ended items were arranged in five point rating scale from very low/strongly disagree to very high/strongly agree for the study.

3.6.2 Interview

The interview was prepared for school principals. The researcher was used semi-structured interview which contained similar idea with the contents of the questionnaires. The aim was to obtain the points of opinion similar with other tools, that they focus on to identify the relationship between principal leadership practices and school performance

of governmental secondary school of West Wollega zone, aiming at assessing some leadership practices that affect effectiveness of the school performance.

3.7. Reliability Checks

A pilot test was conducted to examine the internal consistency of the questionnaire items used. The pilot test was conducted on 30 teachers of the Nedjo secondary School those were not included in final data collection. Then 0.73 reliability of Cronbach alpha was obtained for questionnaire items of secondary school leadership practices. In addition 0.77 reliability of Cronbach alpha was obtained for questionnaire items of school performance. Based on suggestion obtained, necessary modification was made on the items and unclear questions were modified or remove from index.

3.8. Data Collection Procedures

First the researcher was obtained the permission approval of the proposal from advisors and department of Educational Planning and Management. Then the researcher was obtained the letter of cooperation from Wollega University which was taken to the study Zone. West Wollega Zone Education Desk also write letter for cooperation to sample Secondary schools in the Zone. Before entering to the school compound the researcher was showed the letter of cooperation to the concerned body and after permission the researcher was entered to the schools.

After that, to collect the data, three assistant data collectors were selected to gather data from the sample schools. The assistants were selected because of their familiar of the location and their English languages usage to facilitate the data collection process. The distribution and collection of the questionnaires were done by the researcher. At last collected data was recorded and missing data was identified and prepared for analysis.

3.9. Methods of Data Analysis

Data was collected though quantitative method and qualitative method. The researcher used both descriptive and inferential statistics tools to analyze the data obtained from the respondents. The data gathered from respondents' through questions was recorded, categorized, coded, tabulated, and analyzed by using descriptive statistics such as frequency counts, mean and standard deviation and inferential statistics; Pearson's

Correlation moment analysis and regression analysis. The calculation of mean, Pearson Correlation analysis and regression analysis was done by using SPSS version 20.0.

The researcher was used mean and standard deviation to analyze practices of principals' leadership that do exist in the sampled secondary schools as leaders self-report and teachers perceived their principals leaders. Mean and standard deviation also compete to analyze level of school performance in research area, Correlation analysis was run to check if there is significant relationship between each dimension of principals' leadership practices with school performance. The regression analysis was also used to see the overall combined effect/extent of principals' leadership practices on school performance. Finally, the results obtained are summarized, concluded and recommended depending on the data analyzed and interpreted.

In sum, descriptive statistics such as mean and standard deviation were first used to calculate level of leadership practices and school performance. Pearson *r* correlation coefficient was then computed using the two sets of data gathered from the school leadership practices and school performance. Multiple regression analysis was then conducted to find out the independent effects of each subscale of leadership practices on school performance.

3.10. Ethical Consideration

According to Creswell, (2011) in involving participants in the research work, it is important considering the ethical principles lay down to protect them. Moreover, all participants of the study were verbally informed the purpose and benefit of the study just to secure their permission. Any data and information given by them kept confidential that no one has opportunity to relate response to anyone of them and the data and information they provide was not used for anything other than this study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of the data. The chapter report is categorized into two major parts. The first part presents personal information of the respondents whereas the second part deals with the presentation, analysis and interpretation of the data.

The researcher provided orientation for all respondents concerning the objective of the study and how the items were filled. Participants were asked any questions that were not clear to answer the items. Then questionnaires were distributed to teachers. Necessary daily flows of activities were made by researchers and the researcher stays each selected school until all participants returned the instruments.

One hundred and eighty nine (189) questionnaires were distributed to respondents and interestingly 186 (98.4%) were properly filled and returned. Three of the respondents didn't return the questionnaire because of unknown reason. In order to validate the data from questionnaire, interviews were held with 9 secondary school principals. The data gathered through questionnaires were tallied, tabulated and quantified.

4.1. Characteristics of the Respondents

This section provides some basic background information pertaining to the study. The characteristics of the study groups were examined in terms of sex, age, academic qualification and years of service. Thus, help to know the makeup of respondents who were perceived leadership practices and School performance.

Table 2: Characteristics of respondents

Demographics		Frequency	%
Sex	Male	162	87
	Female	24	13
Academic qualification	BA/BSc	93	50
	MA/MSc	93	50
Age	(less than 25)	16	8.6
	(25-35)	112	60.2
	(35-45)	39	20.9
	(45-55)	19	10.2
Service year	(0-5 yrs)	27	14.5
	(5-10yrs)	52	27.9
	(10-15 yrs)	50	26.8
	(15-20 yrs)	36	19.3
	(above 20 yrs)	21	11.2
	Total	186	100

Table 2 presents demographic characteristics of respondents in terms of sex, education level, and age and service year. Accordingly, 162 (87 %) of the respondents were males and 24 (13%) of them were females. This shows that female teachers participation in secondary schools were low.

In terms of educational level of respondents, 93 (50%) of the teachers, were first degree holders and 93 (50%) of them were second degree holders. This shows that teachers in secondary schools of west Wollega Zone were below the set standards of new education roadmap. MoE (2013, p. 29) guideline states that teachers in secondary schools need to have MSc/MA degree.

Regarding age of respondents, 16 (8.6%) of the secondary school teachers were <25 years of age. In addition, 112 (60.2%) of them were between the age group of 25-35 years, and 39 (20.9%) of them were between the age group of 35-45 years. Furthermore, 19 (10.2%) of the secondary school teachers were between the age group of 45-55. This data indicated that majority of the secondary school teachers were between 25-35 years of age.

Regarding work experience of the secondary school teachers' 27 (14.5%) of them have 0-5 years of work experience, and 52 (27.9%) of them have 5-10 years of work experience. In addition, 50 (26.8 %) of the secondary school teachers have 10-15 years of work experience and 36 (19.3%) of them have 15-20 years of work experience. Furthermore, 21 (11.2%) of the secondary school teachers have 20 and above years of work experience in West Wollega secondary schools. This indicates that majority of the secondary school teachers have a work experience of 5-15 years. It implies that secondary schools in west Wollega Zone have experienced teachers which will help in implementing works as intended.

4.2. Results and Discussion of the Data

For this study, both descriptive and inferential analyses are used in accordance to the research questions.

4.2.1 Principals' leadership practices prevail in secondary schools in West Wollega Zone

In this section, an attempt was made to present data on the issues relating to leadership practices practiced in government secondary schools of West Wollega Zone. The questionnaire consisting of 67 question items indicating leadership practices were presented. The questionnaire have five scale Liker scales; 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. To determine the extent of leadership practice and school performance the following mean ranges were used as a cut point. Bluma (2012) states that mean value of ≥ 4.50 indicates very high, 3.50-4.49 indicates high, 2.50-3.49 indicates moderate, 1.50-2.49 indicates low and ≤ 1.49 indicates very low implementation of the items. The following Tables present the descriptive data of leadership practices.

4.2.1.1 Transformational Leadership Practice

Analysis was carried out to examine, at variables level, whether transformational leadership practices was effectively practiced or not.

Table 3: Descriptive statistics on Leadership Practices of transformational leadership

No	Transformational Leadership Practices	N	Mean	Std. Deviation
1	Setting direction	186	2.62	.652
2	Developing People	186	2.78	.679
3	Redesigning the Organization	186	2.77	.693
	Transformational leadership practices	186	2.64	.584

As indicated in the table 3, the transformational leadership was moderately practiced ($M=2.64$, $SD=.584$) in the secondary schools. The respondents mean score indicated moderate implementation of the transformational leadership practices and the standard deviation indicated that responses distribution among respondents was close to each other. The finding support the finding of Iordanidis, Tsakiridou and Sagiadinou, (2014) which revealed that leaders always should make the sense of the teacher's committed towards the school grows, when there is support to the teaching work and vice versa. In addition, respondents mean score regarding setting the school vision ($M=2.62$, $SD=.65$) and implies that setting the school vision was moderately practiced in government Secondary schools of west Wollega Zone. The result also indicates that teachers' perceptions regarding their school leaders in terms of setting the school vision were relatively moderate.

On the other hand, respondents agreed that developing people ($M=2.78$, $SD=.67$) was moderately practiced in government secondary schools of west Wollega Zone. This shows that the school leaders were barely engaged in sharing and communicating school vision and developing teachers in the schools under study.

Furthermore, respondents mean score relating to designing and redesigning the organization structure ($M=2.77$, $SD=.69$) was found to be moderately practiced in government Secondary schools of west Wollega Zone. As such, the respondents believe that leaders did not engage in the practice of designing and redesigning organizational structure to facilitate school activities to the extent required.

In general, all items in each of the three dimensions of transformational leadership revealed that the existence of low level of transformational leadership being practiced by

the School leaders in government Secondary Schools of West Wollega Zone as perceived by the teachers, to work towards the schools' vision and goals. The result also supported by study conducted by Ling and Ibrahim, (2013) the study found that teachers perceived a low level of transformational leadership among their principals. Teachers rated the practice of transformational leadership qualities fairly unfavorably, and they were doubtful about their principal's leadership skills in enhancing School performance .Based on the analysis, among the three dimensions of transformational leadership, Developing people has the highest mean value compared to the rest but less than hypothesized mean followed by redesigning the Organization and Setting direction. This is visible through the rank of the mean value shown by the items.

4.2.1.2 Instructional Leadership Practice

The second variable was about instructional leadership practices focusing on teaching learning, curriculum and instruction and assessments.

Table 4: Descriptive statistics on leadership practices of instructional Leadership Practiced

No	Instructional Leadership Practices	N	Mean	Std. Dev
1	Instructional supervision	186	2.62	.652
2	Managing time	186	2.78	.679
	Instructional leadership practices	186	2.7	.665

As indicated in table 4 above, the mean rating of respondents shows that instructional leadership was moderately ($M = 2.7$, $SD = .665$) practiced in government secondary schools of West Wollega Zone. This shows that leaders moderately exercise their instructional leadership roles to the expected level. **The standard deviation indicated that responses distribution among respondents was close to each other.** The result also indicates that teachers' perceptions regarding their school leaders' instructional practices were moderate but greater than transformational leadership.

Furthermore, respondents reported that instructional supervision variable was moderately ($M = 2.62$, $SD = .65$) practiced in government secondary schools of west Wollega Zone. Similarly, time management was moderately ($M = 2.78$, $SD = .67$) practiced in

government secondary schools of west Wollega Zone. In general, all items in each of both dimensions of instructional leadership have shown the existence of moderate level of instructional leadership being practiced by the school leaders in government secondary Schools of West Wollega Zone as perceived by the teachers, to work towards the schools' instructional supervision and time management.

Table 5: Descriptive statistics data on leadership Practices

No.	Items	N	Mean	SD
1	Transformational Leadership	186	2.64	.584
2	Instructional leadership	186	2.7	.665
	Leadership Practices	186	2.7	.77

The above two variables (transformational and instructional leadership) were aggregated and analyzed to examine the overall Leadership activities in government secondary schools of west Wollega Zone. The result of teachers respondents revealed that ($M=2.7$, $SD=.77$) and implies that leadership practices was moderately practiced in government secondary schools of West Wollega Zone. **The standard deviation indicated that responses distribution among respondents was far apart to some extent to each other.** This indicates that the capacity of the school leaders to encourage those around them and to look at the future in an optimistic way was not well exercised. This reduces both enthusiasm and confidence regarding the future achievements of students. The finding of the study result in line with the study of Mora (2013) low practice of school leaders practices reduced interest of teachers with future organizational achievements.

Data from interview regarding the leadership practices for school performance enhancement one participant of interview states their view as follows.

Leaders in this school could not create interest within teachers. As a result teachers were in a de motivated mood; leaders were able to find a way to excite teachers. Leaders also wanted to change the current organizational climate at school but could not bring in required level. Accordingly school were not achieved its goal and were forced to dislike the school they taught in (interview # 2, March, 2020).

Both quantitative and qualitative data indicate that fostering team spirit, making schools to work better and school better performances to the schools were not well practiced. So

this implies making teachers to do with co-workers and feeling staff belongingness as well as peer support were not effectively considered by leaders. All these contributed less performed towards the schools.

Leadership style is a strong factor accounting for improved school performance, but its degree of influence may be limited if the school does not have good teachers, funding is limited, the principals lack experience and the culture of the school is poor. The rest of the extent to which extraneous variables like the quality of teachers, availability of school facilities, instructional materials and experience of head of school, school culture and nature of students contribute to the school's performance. This implies that leadership practices alone couldn't influence school performance in secondary schools.

In an interview the majority of principals to say: without the involvement of parents in the management of schools or even the proper motivation of teachers, good quality of teachers, availability of facilities, schools cannot have better academic results much as they have leaders who have effective leadership styles to ensure good academic performance. More so, parents play a vital role in the school system by, amongst others, encouraging their children to read and also encouraging the teachers to work towards academic excellence. Usually, teachers who are well motivated and paid well will work with devotion in order to ensure effective school performance.

4.2.2 Level of School performance in Secondary Schools of West Wollega Zone

Iyer (2011), states that school performance is the extent to which the set goals or objectives of a school program are accomplished. A school would be regarded as effective if school input-processes-output result in observable positive outcomes among its students, consistently over a period of time. Akinola, (2013) indicates that the parameters for measuring the performance of a secondary school include the level of discipline tone of the school, school climate, teachers' performance and the number of students who successfully pass their school leaving certificate examinations. For this study, the secondary schools performance was measured with questionnaires developed from inspection checklist of MOE (MoE, 2008).

The questionnaire consists of 7 question items of educational input, 14 question items of the teaching learning process and 5 question items of the educational outputs. Data were gathered using questionnaire having five scale liker scales. The scale of the questionnaire denotes; 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. To determine the extent of school performance the following mean ranges were used as a cut point (Bluma, 2012). Mean value ≥ 4.50 indicates very high, 3.50-4.49 indicates high, 2.50-3.49 indicates moderate, 1.50-2.49 indicates low and ≤ 1.49 indicates very low implementation of the items.

4.2.2.1 School performance in terms of Educational input

Table 6: Level of Schools performances in terms educational inputs

No	Educational input items	N	Mean	Std. Dev
1	The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards.	186	2.41	1.01
2	The school has secured financial resources to execute its priority areas and improve the teaching-learning process.	186	2.86	1.10
3	The school has sufficient suitably qualified directors, teachers and other staff members.	186	3.03	1.04
4	The school has created a conducive teaching -learning environment which is safe and secure for the school community.	186	2.95	1.04
5	The school has created a well-organized Education Development Army	186	3.01	1.07
6	The school has shared vision, mission and values.	186	3.22	1.09
7	The school has prepared participatory school improvement plan.	186	3.35	.89
	Average	186	2.97	.42

Source: field survey (2019)

Table 6 above presents the government secondary school performances in terms of educational inputs. The secondary school haven't fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards. Responses mean score in this regard indicated low implementation level (M=2.41, SD=1.01) However, data indicated that the school has moderately secured financial resources (M=2.86, SD=1.10). Similarly, data indicated that the secondary

schools in the zone have qualified directors, teachers and other staff members to the average ($M=3.03$, $SD=1.04$). In addition the secondary schools in the zone have moderately created a conducive teaching learning environment which is safe and secure for the school community ($M=2.95$, $SD=1.04$). Furthermore, data indicated that the secondary schools in the zone have moderately created a well-organized education development army (currently known as quality education circle) with ($M=3.01$, $SD=1.07$).

On the other hand, data indicated that the government secondary schools in the zone have moderately shared vision, mission and values, with ($M=3.22$, $SD=1.09$). In addition it indicates that the secondary schools moderately prepared participatory school improvement plan, with ($M=3.35$, $SD=1.89$). In general the secondary schools in West Wollega Zone have moderate school performances in terms of educational input. Total mean score of response on items of education inputs indicates ($M=2.97$, $SD=0.42$). **The standard deviation indicated that responses distribution among respondents was close to each other.** Among activities of educational inputs preparing participatory school improvement plan was implemented better than other activities relatively to other activities.

4.2.2.2 The School Performance in terms of the Teaching Learning Process

Table 7: Level of Schools performances in terms of the teaching learning process

No	Items of teaching learning process	N	Mean	Std. Dev
1	Students' learning and participation has increased.	186	2.76	1.14
2	Students have made progress in their learning	186	2.86	1.16
3	Students have positive attitudes towards their school	186	2.94	1.15
4	Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.	186	2.80	1.22
5	Teachers have adequate knowledge of the subject they teach.	186	3.00	1.12
6	The leadership of the school and teachers has used appropriate and modern teaching methods that helped increase the participation of all students.	186	2.99	1.20
7	The school keeps record of data regarding female students and students with special needs. It also provides them special support.	186	2.88	1.17
8	Teachers, directors and supervisors have carried out continuous professional development (CPD) program.	186	2.83	1.18
9	The school leaders, teachers, students and support staff are working as a team in Development Army.	186	2.20	1.04
10	Teachers evaluate, give feedback whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.	186	2.44	1.09
11	The assessment of students' performance is accurate; students are given appropriate feedback.	186	2.33	1.06
12	The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity.	186	2.45	1.16
13	The school has established and implemented a system for a proper utilization of human, financial and material resources	186	3.02	1.148
14	The school has forged strong partnership with parents and the local community.	186	2.46	1.14
	Average	186	2.71	.31

Source: field survey (2019)

Table 7 above presents the government secondary school performances in terms of the teaching learning process. Accordingly, data indicated that government secondary schools in West Wollega zone were moderately implementing the teaching learning process. Total mean score of response on items of the teaching learning process indicates ($M=2.71$, $SD=0.31$) and implied that the school performance in terms of educational process was to the average level. **The standard deviation indicated that responses distribution among respondents was close to each other.** In addition it indicates that majority of the items of the teaching learning process were implemented moderately, ranging from the mean scores $M= 2.76$, $SD= 1.14$ to $M=3.02$, $SD= 1.14$.

However, the data indicated that in government secondary schools of the zone the implementation of some items of the teaching learning process were low. For example, school leaders, teachers, students and support staff were rarely working as a team, with ($M=2.20$, $SD=1.04$). In addition, data indicates that teachers rarely evaluate and give feedback on the curriculum, with ($M=2.44$, $SD=1.09$). Furthermore, data indicates that assessment of students' performances were not as accurate as needed in government secondary schools of West Wollega Zone, with ($M=2.33$, $SD=1.06$). Moreover, monitoring the plans are implemented as per the required time, quality and quantity in government secondary schools of the zone were low, since the mean score of responses indicate ($M=2.45$, $SD=1.16$). The data also indicated that government secondary schools of the zone were unable to forge strong partnership with parents and the local community ($M=2.46$, $SD=1.14$).

4.2.2.3 The School Performance in terms of Educational Outputs

Table 8: Level of Schools performances in terms of educational outputs

No	Items of educational outputs	N	Mean	Std. Dev
1	The school has successfully met the national education access, internal efficiency and education sector development program goals.	186	2.66	1.13
2	The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups.	186	2.54	1.15
3	Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment.	186	2.89	1.12
4	There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practice.	186	2.85	1.12
5	The school has secured support due the strong relation it has created with parents, local community and partner organizations	186	2.79	1.16
	Average	186	2.74	.51

Source: field survey (2019)

Table 8 above presents the government secondary school performances in terms of educational outputs. Accordingly, data indicated that government secondary schools in the zone have moderate educational output. Total mean score of response on items of the educational output indicates ($M=2.74$, $SD=0.51$) and implied that the school performance in terms of educational output was moderate in government secondary school of West Wollega Zone. **The standard deviation indicated that responses distribution among respondents was close to each other.** In addition the data indicated that all of the activities of the educational outputs were implemented moderately, ranging from the mean scores $M= 2.54$, $SD= 1.15$ to $M=2.89$, $SD= 1.12$.

On the other hand, data indicated that in government secondary schools of the zone, all activities of educational outputs were demonstrated average level of implementation; however students demonstrating responsible behavior, ethical values, cultural

understanding and protection of their environment was better than other activities indicating educational output, with (M= 2.89, SD= 1.12).

4.2.2.4 Overall summery of the School Performance

Table 9: Summery of the school performance

No	School performances	N	Mean	Std. Dev
1	Average of educational inputs	186	2.97	.42
2	Average of the teaching learning process	186	2.71	.31
3	Average of educational outputs	186	2.74	.51
	Average of total	186	2.81	.24

Source: field survey (2019)

Table 9 presents overall summery of government secondary school performances in the study area. Accordingly, data indicated that government secondary schools in the zone have moderate school performances. Total mean score of responses on items of all school performances indicates (M=2.81, SD=0.24) and implied that performance of government secondary school of West Wollega Zone was moderate. **The standard deviation indicated that responses distribution among respondents was close to each other.** In addition data indicates that implementations of all dimensions of the school performances were moderate with mean score, ranging from M= 2.71, SD= 0.42 to M=2.97, SD= 0.52. In addition the data pointed out that among all dimensions of school performances availing educational inputs for secondary schools were better compared to other school performance dimensions, with (M=2.97, SD=0.42).

4.2.3 Relationships between the Principals Leadership Practices and School Performance

Table 10: Correlation Results for the Variables in the Study

	School performance
School leadership practices	.452**
Instructional leadership practices	.475**
Transformational leadership practices	.391**

N=186

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The results indicate that there is a significant and positive correlation between school leadership practice and school performance ($r = .452$, $P < 0.05$). It is important to note that although there is a significant relationship between the two variables, the correlation coefficient is moderate to weak.

Further examination at the correlation analysis presented in the above Table shows important results regarding factors of instructional leadership practices *Vis a Vis* school performance. As observed in table 10, the results obtained from Pearson's correlation coefficient shows that there is significant, positive and moderate relationship ($r = 0.475$, $p = .000$) between the instructional leadership practices and school performance in secondary schools.

The positive correlation between the instructional leadership practices and school performance means that at the end of the day, school progress depends on allowing for the participation of school leaders in the learning teaching process. It can be argued that in schools the leader should minimize making individual decisions regarding what team members should do and how they should do it. In addition, leaders should avoid setting the desired achievement standards and a working plan of action without consulting team members. The participants in this study asserted that the views of leaders in the school are important. For example, the principals in the interview pointed out "the practice of leadership is critical to school performance, how leadership is implemented and how the people respond and influence each other is very important".

Throughout the survey in the secondary schools, it was discovered from the participants that there was an instructional leadership practices in this school. So in order to establish whether this was true, participants were asked whether there was any correlation between the principals' leadership practices and the school's performance.

As shown in the Table 10 above, analysis was also conducted to examine the relationship between the transformational leadership practices and school performance. From the analysis, it was found that there exists positive significant relationship between transformational principals practices and school performance ($r = 0.391^{**}$, $p = .000$). This implies that the more transformative practiced are used, the more increased school performance. According to Charlton (2000), principals who use transformational

leadership are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to support against dictatorial measures used.

From the interview with the secondary school principals, it was established that all the participants were view that where some principals are adopt transformational leadership style in their schools. In one of the schools where this kind of leadership was practiced, principals also replied that during time of leadership, they used/practiced the transformational leadership. There are situations when they have to take decisions without consultations or when they feel consulting was delayed or when policies had been compromised the process of decision making under such circumstances were transformational practices.

From the above results, it is clear that the transformational leadership practice was used in secondary schools, although it was not a common practice. This kind of leadership practices was used under various circumstances, especially when increasing commitment for school performance enhancements. An analysis of the views from the participants revealed that in some secondary schools there was a motivate practices of the staff, which in this study is characterized as the transformational kind of leadership. It has also been observed that whereas it might be easy to initiate and implement changes from above, sustaining them over a long period of time might be a bit difficult. In most cases, decisions might require all participation approach. That is why when it was suggested by the teacher in the staff meeting that they visit other schools to establish how they are being managed in order for them to learn and borrow good practices for school improvement, the idea was accepted. It was discussed in the staff meeting and the principals agreed.

The views from the participants on the relationship between the transformation leadership practices and school performance seemed to indicate that where transformation leadership was practiced it was not very easy to come up with very good performance in schools. For example, one principal said: “Sometimes principals who use transformational leadership practices might get good results.” This normally happened where the majority of staff members are mature enough and experienced.” This argument is supported by Sashkin (2003) as follows: “When an employee is ready, that is, has

adequate skills and motivation to get the job done, the appropriate leadership practices strategy, is to be very transformative practices”.

However, some people can also work with being forced. This is especially the case with less mature teachers, particularly if they are not motivated. In the case of young teachers who are willing and ready to work the emphasis should be on encouragement and motivation. The views of the participants were also found to be in agreement with Frost and Harris’s (2003) conclusion that in order to build capacity in schools it is important that all teachers are afforded opportunities to exploit their potential so as to bring about change and development in schools. It has been demonstrated that the quality of leadership matters in determining the motivation of teachers and the quality of teaching and learning in the classroom and school performances.

In order to establish whether there was any kind of relationship between performance and the leadership practices, the participants were asked whether the principal’s leadership practices had an effect on the overall performance of the school. In the interview principals pointed out “If the principal’s leadership practices is bad or when there is no consultation/participation with teachers in issues pertaining to teaching and learning in the school, it might be difficult for the school to achieve its objectives”.

The interview also pointed out that lack of communication and effective consultation was responsible for the strikes in schools. The findings from the interviewees seem to be in agreement with D’Souza’s (1994) conclusion that building a strong sense of educational development in school ownership structures may lead to the realization of school improvement. An analysis of the viewpoints of the participants revealed that in the school there was consultation among the stakeholders in matters concerning teaching and learning. Lastly, the principal of another school revealed that “where” the principal is conversant with the work in the school and involves others this was reflected in the performance of the school. So the principal whose approach is bottom up is likely to be more successful. From the above results therefore it was interactive that the instructional leadership practices can paved the way between the teachers and other stakeholders or students to have a nice interrelation ship and to have yield better school performance if instructional leadership properly implemented.

4.2.4 The extent at which principal leadership practices predict the School performance in Secondary School in West Wollega Zone

The fourth objective of this study is examining the relative weight of each of the sub scales of the leadership practices as predictors of school performance. Multiple linear regression analysis was used to determine the independent effects of each of the school leadership practice variables on school performance. The results are shown in table 11 below.

Table 11: Multiple Regression Analysis for the predicting variables

Model	Unstandardized Coefficients		Standardized Coefficients
	B		β
(Constant)	.332		
Transformational Leadership	.351		.365*
Instructional leadership	.287		.283*
Total Leadership practices	.214		.234*
	R^2	.469	
	F	264.078*	
	*p< 0.05		

Using the enter method it was found that the leadership practices variables had an overall positive effect on explaining school performance ($R^2 = 0.469$). The result shows that about 47 % of the variation in school performance can be explained by the two subscales of leadership practices combined.

A close look at the sub scales of leadership practices (Table 11) shows that Transformational Leadership ($B = .351$, $\beta = .365$, $P < 0.05$), instructional leadership ($B = .287$, $\beta = .283$, $P < 0.05$) had significant independent effects on school performance.

4.3 Discussion of Major Findings

The following discussion of findings was done based on the basic research questions and findings of other researches. With regard to how the transformational leadership practices of a principal relate to school performance, it was found out that this leadership practices positively influence school performance because they adopt supportive and participative,

setting directions restructuring organizations and like leadership practices which are widely conformed by the teachers and students alike that contributes to school better performances. It implies that the more transformative practiced are used, the more it influences school performance. The study of Charlton (2000) supported the findings of the study as it found out that principals who use support the school stakeholders are likely to face students and teachers positive and an increase discipline because the (teacher and student) tend to support against dictatorial measures used.

Also the evidence in a paper by Nsubuga (2005) entitled “leadership potential for school principals presented at a workshop of principals supported the findings of the study as it indicated that: students hate harsh administrators who make their academic record decline tremendously. Likewise, teachers do not want commanding authority makes them lose morale and they neglect their duty or even think of part timing in other schools which increases the labor turnover.

Transformational leaders use willingness to get things done, this leads to high performance. They are too permitted and they exert necessary authority which encourages teacher’s performance. They use a facilitating language to ensure results. The transformational leadership practices can work in a school environment because it is too fertile ground to ensure effectiveness.

Concerning the instructional leadership practices of principals relate to school performances, it was discovered that the instructional leadership influences school performance positively. The finding of this study can be supported by Mumbe (2005) that instructional leadership practices affected students’ academic achievement and general school performance positively, because it motivated teachers to work with principals to achieve school objectives and more focus on learning and teaching or curriculum implementations.

The work of James and Connolly (2000) also found that principals allowed teachers to take initiatives so as to improve student academic achievement. Through supporting and encouraging team work, good cooperation, good remuneration of all staff, motivation of staff and students in pedagogical aspects. For instructional oriented principal to perform better there must be good time management skill, supervise instruction effectively who

are eager to implement strategies that would lead to a good academic achievements and also a collaborative arrangement in decision making across all level in the school should be made available.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendations of the study. The major objective of the study was to assess leadership practices and school performance in West Wollega zone secondary schools given particular emphasis to the two common leadership practices of the study area these are: the transformational and instructional leadership practices. In addition, the type of relationship exists between principal leadership practices and school performance was examined using Pearson's correlation coefficient.

The study made an effort to come up with suggestions and recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. What principals' leadership practices (Transformational Leadership Practice & Instructional Leadership Practice) prevail in secondary schools in West Wollega Zone?
2. What is the level of performance of Secondary Schools in West Wollega Zone?
3. Is there significant relationship between principals' leadership practices and school performance in secondary schools in West Wollega Zone?
4. To what extent the principals' leadership practices predict the school performance in secondary schools in West Wollega Zone?

In this study a mixed research approach was used in which descriptive survey study and correlation designs were employed. To get answers for the above basic questions, the study was carried out in nine government secondary schools of the zone as the sample of the study, which were selected through purposive sampling technique. The total samples of the study were 9 principals and 177 teachers'. The questionnaire developed was piloted and necessary correction was made before administration.

Finally, the data were carefully collected, coded, and presented for analysis and inferential statistics such as frequency, mean, standard deviation and Pearson's

correlation were used. From these data analysis the following major findings were obtained.

5.1 Summary of the Findings

1. The study revealed that 162 (87%) and 24 (13%) of the respondents were males and females respectively, and all principals are male. It revealed that majority of the secondary school teachers in the study area were males and the female teachers' participation in secondary school was low. The academic qualifications of teacher respondents' profile showed that 93 (50%) had BA/BSc degree whereas 93 (50%) had MA/MSc degree. Thus, half of the teachers were not in the standard set to teach in secondary schools. Educational Road Map (MoE, 2011) has stated that the academic qualification required to teach in secondary schools is MA degree.

In terms of age, majority of the teachers were between the ages of 25-35 years; 60.2% of the teachers were between the age group of 25-35. It indicates that secondary school teachers in West Wollega zone were in middle age. Regarding work experience, the study revealed that majority of the teachers have working experience of 5-10 years, 28 % of them have working experience

2. The transformational leadership practices were implemented moderately ($M=2.64$, $SD=.584$) in government Secondary schools of west Wollega Zone. It also has a positive effect (0.391) on school performance. And the Transformational leadership practice is the moderate used practices in secondary schools of West Wollega zone. This practice of leadership has moderate positive relationship with the school performance. This means that the more transformational principal becomes, the more the performance of the school and the contrary is also true. Principals who use the transformational leadership practices lead to better academic performance, because they adopt supportive, motivate and playing role model leadership practices, which are highly followed by their subordinates. The greater the use of transformational leadership practices principals, the more the learners' academic performance and better school performance. Schools led by transformational principals are characterized by open climate. Such principals are open-handed and transparent themselves.

3. The study found that instructional leadership was moderately ($M= 2.7$, $SD= .665$) practiced in government secondary schools of west Wollega Zone. Dimensions measured relating to instructional leadership have shown the existence of moderate level of instructional leadership being practiced by the school leaders in government secondary Schools of West Wollega Zone.
4. Both transformational and instructional leadership variables were aggregated and analysis was carried out to examine the extent to which leadership activities were practiced in government secondary schools of west Wollega Zone. Accordingly, the study found that overall leadership practices in the zone was moderate ($M=2.7$, $SD= .77$).
5. The study revealed that government secondary schools in the zone have moderate school performances ($M=2.81$, $SD=0.24$). In addition it revealed that implementations of all dimensions of the school performances were moderate to low. Furthermore, the study pointed out that among all dimensions of school performances availing educational inputs for secondary schools were better compared to other school performance dimensions, with ($M=2.97$, $SD=0.42$).
6. The study found that school leaders, teachers, students and support staff were rarely working as a team ($M=2.20$, $SD=1.04$). In addition, teachers were rarely evaluating and give feedback on the curriculum ($M=2.44$, $SD=1.09$). On the other hand, the study indicated that assessment of students' performances were not as accurate as needed in government secondary schools of West Wollega Zone ($M=2.33$, $SD=1.06$). Furthermore, monitoring the plans are implemented as per the required time, quality and quantity in government secondary schools of the zone were low, ($M=2.45$, $SD=1.16$). The study also indicated that government secondary schools of the zone were unable to forge strong partnership with parents and the local community ($M=2.46$, $SD=1.14$).
7. The study revealed that there is a significant and positive correlation between school leadership practice and school performance in study area ($r = .452$, $P < 0.05$). However, the relationship between the two variables is moderate to weak.
8. Pearson's correlation coefficient shows that there is significant, positive and moderate relationship ($r = 0.475$, $p= .000$) between the instructional leadership

practices and school performance in secondary schools. The principals' use this practice in order to buy subordinates' willingness and to build trust, respect and commitment in the teaching learning activities. This leadership practices allows people to have a say in decisions that affect their goals and how they do their work. This practice is more related with facilitating learning and teaching processes. Teachers' in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly.

9. Multiple linear regression analysis was used to determine the independent effects of each of the school leadership practice variables on school performance. It was found that the leadership practices variables had an overall positive effect on explaining school performance ($r^2 = 0.469$). The result shows that about 47 % of the variation in school performance can be explained by the two subscales of leadership practices combined. Both transformational Leadership ($B = .351$, $\beta = .365$, $P < 0.05$) and instructional leadership ($B = .287$, $\beta = .283$, $P < 0.05$) had significant independent effects on school performance.

5.2 Conclusions

In this study, the school principals' leadership practices and school performance was attempted to be seen in the secondary schools of west Wollega Zone. The study findings concluded that principals' leadership practices at West Wollega Zone secondary schools were not exercised at expected level and school performance was almost at average (moderate). Relating to the correlation of the two variables, as it has been seen in the finding, it can be concluded that the relationship of leadership practices and school performance were significantly positive, but moderate to weak ($r = .452$, $P < 0.05$). This shows that there are different factors which highly or significantly contribute to school performance in addition to leadership practices. This study suggests that strong transformational leadership by the principal is essential in enhancing school performance and teachers' commitment and transformational principals are needed to invite teachers to share leadership functions. The findings of this study also highlighted the importance of instructional leadership in improving school performance. Given the potential benefits of instructional leadership, it is important to understand how those principals who have

demonstrated successful instructional leadership learned to do so. It is also critical to identify efficient strategies to train other school leaders so they can adapt leadership practices in their school contexts. Moreover, it is necessary to design effective professional development programs for school leaders and to continuously cultivate their instructional and transformational leadership capabilities in order to improve school performance.

5.3. Recommendations

Based on the above discussion of findings and conclusions, the following recommendations are forwarded:

1. The study results revealed that school performances was moderate in the study area. So that for enhancing school performance school leaders were advised to lead the schools using instructional leadership practices and transformational leadership practices by clearly understand the elements, processes and principles of those leadership practices while doing this school perception of their leadership practices also changed. Among other things, to improve school performance, it is important to develop and train school leaders in the area of transformational leadership and change management.
2. As indicated in the study, school performance in West Wollega zone is positive related to the transformational leadership practices. The Transformational leadership practices of school principals were found to have an effect on school performance but moderately practiced. Such practice is participative on decision making. One of the roles of principals is to build capacities of his subordinates. It is therefore recommended that theoretically there were scholars who forwarded the concept of leadership that our leaders can be made than born with the innate leadership skill. Therefore, it is recommendable that the zonal education desk under study needs to organize different training program like in service training and workshops with the requesting support of regional education bureau for secondary school leaders on the dimensions of transformational leadership to address and create awareness which in turn helps the schools to encourage school Performances.
3. The school performance in secondary schools of West Wollega zone is positively related to the instructional leadership practices employed by school principals and such

type of leadership practices encourage participative learning teaching process. These motivate teachers to work hard and consequently all programs in the school are implemented and the overall performance of the school increases. One of the dimensions of teacher leadership is that it focuses upon participative leadership where all teachers feel part of the change process and have a sense of ownership. Therefore, principals encouraged to use this style of leadership in the managements of the schools.

4. In order to promote instructional leadership practices in the schools the following are also recommended: create away with systemic way of managing instructional time; distribute the responsibility and power for leadership widely throughout the school; supervising instruction and conducting clinical supervision, ensure effective group problem solving during staff meetings; provide autonomy for teachers, and create opportunities for staff development. Moreover, it advisable to consider the various factors accounting for academic performance in schools and these combined constitute the greatest influence on school performance. Such as: school culture; parental participation and involvement in school management; availability of instructional materials and discipline of students and school climate.

5. On top of that schools and their principals are strongly recommended to undertake a strategic visioning, mission and planning process whereby the leaders and the stakeholders create a vision for the school.

6. The instructional leadership practice is a crucial part of school leader and thus to school performance. In order to increase student achievement in the school, school leaders need to effectively discharge their instructional leadership roles such as leading teaching and learning, curriculum and instruction and student assessments. It is believed that in schools where instructional leadership behaviors are exhibited, it is easier to create an effective school work climate. Successful instructional leaders influence not only school commitment but also school work climate in a positive way.

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your agreement with each practices/item in your schools. It has rating scales that range from 5, strongly agree to 1; strongly disagree. (5. **Strongly Agree**,4. **Agree**, 3. **Undecided**, 2.**Disagree**, and 1 **strongly disagree**).

	Statement	5	4	3	2	1
SN	In my school; the Principals,					
1	Excites us with visions of what we may be able to accomplish if we work together to change our practices/programs					
2	Regularly encourages us to evaluate our progress toward achieving school goals					
3	Rarely takes our opinion into account when making decisions					
4	Leads by 'doing' rather than simply by 'telling'					
5	Provides resources to support my professional development					
6	Encourages me to re-examine some basic assumptions I have about my work					
7	Gives high priority to developing within the school a shared set of values, beliefs and attitudes related to teaching and learning					
8	Distributes leadership broadly among the staff representing various viewpoints in leadership positions					
9	Has high expectations for us as professionals					
10	Provides staff with a process through which we generate school goal					
11	Is a source of new ideas for my professional learning					
12	Holds high expectations for students					
13	Gives us a sense of overall purpose					
14	Takes my opinion into consideration when initiating actions that affect my work					

15	Shows respect for staff by treating us as professionals					
16	Stimulates me to think about what I am doing for my students					
17	Ensures that we have adequate involvement in decision making related to programs and instruction					
18	Supports an effective committee structure for decision making					
19	Makes an effort to know students (e.g., visits classrooms, acknowledges their efforts)					
20	Sets a respectful tone for interaction with students.					
21	Encourages me to pursue my own goals for professional learning.					
22	Encourages ongoing teacher collaboration for implementing new programs and practices.					
23	Encourages us to develop/review individual professional growth goals consistent with school goals and priorities					
24	Helps clarify the specific meaning of the school's vision in terms of its practical implications for programs and instruction.					
25	Expects us to engage in ongoing professional growth					
26	Displays energy and enthusiasm for own work					
27	Lacks awareness of my unique needs and expertise					
28	Encourages us to evaluate our practices and refine them as needed.					
29	Expects us to be effective innovators					
30	Demonstrates willingness to change own practices in light of new understandings					
31	Encourages me to try new practices consistent with my own interests					
32	Rarely refers to school goals when we are making decisions					

	related to changes in programs or practices					
33	Stimulates discussion of new ideas relevant to school directions					
34	Facilitates effective communication among staff					
35	Establishes working conditions that inhibit staff collaboration for professional growth and planning					
36	Communicates school vision to staff and students					
37	Encourages the development of school norms supporting openness to change					
38	Shows favoritism toward individuals or groups					
39	Facilitates opportunities for staff to learn from each other					
40	Reinforces isolation of teachers who have special expertise					
41	Provides an appropriate level of autonomy for us in our own decision making					
42	Provides moral support by making me feel appreciated for my contribution to the school					
43	Helps us understand the relationship between our school's vision and board or Ministry initiatives					
44	Models problem-solving techniques that I can readily adapt for work with colleagues and students					
45	Promotes an atmosphere of caring and trust among staff					
46	Symbolizes success and accomplishment within our profession					
47	Supports the <i>status quo</i> at the expense of being at the cutting edge of educational change					
48	Works toward whole staff consensus in establishing priorities for school goals					
49	Is open and genuine in dealings with staff and students					
	<i>instructional supervision practices</i>					
1	Monitoring of teachers instructional delivery to render					

	suggestions for enhancement					
2	Checking of teachers lesson notes to provide assistance for improvement					
3	Checking of staff school attendance to ensure regular instructional delivery					
4	Checking of teachers' record of work done to monitor their progress					
5	Monitoring staff truancy level to foster their dedication to their duties					
6	Monitoring of staff participation in school meeting					
7	Monitoring teachers' compliance to school schedules					
8	Monitoring of staff participation in school extra-curricular activities					
	<i>time management practices</i>					
9	Setting deadline to ensure teachers coverage of their scheme of work					
10	Evaluating teachers' use of instructional time for possible adjustment					
11	Providing timely information for teachers to enhance their teaching roles					
12	Ensuring appropriate delegation of instructional tasks to teachers for timely delivery					
13	Linking school priorities with educational objectives for school effectiveness					
14	Avoidance of procrastination in preparing the school time-table					
15	Ensuring accurate allocation of time for each subject for adequate coverage of all subjects					
16	Limiting the intrusion of extracurricular activities on instructional time					

17	Discouraging unnecessary and unscheduled visitors during school hours for steady instructional delivery					
18	Controlling various school activities to maintain focus on instructional tasks					

APPENDIX-II the school performance

WOLLEGA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Education and Behavioral Sciences

Department of Educational planning and Management

Program: M.A. in Educational Leadership

Questionnaire to be filled with principals and teachers

SECTION 3: ITEM RELATED TO ACADEMIC PERFORMANCE RATING

No	A. Educational Input	5	4	3	2	1
	Statements					
1	The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards.					
2	The school has secured financial resources to execute its priority areas and improve the teaching-learning process.					
3	The school has sufficient suitably qualified directors, teachers and other staff members.					
4	The school has created a conducive teaching -learning environment which is safe and secure for the school community.					
5	The school has created a well-organized Education Development Army					
6	The school has shared vision, mission and values.					
7	The school has prepared participatory school improvement plan.					

B. The Teaching Learning Process

No	Item	5	4	3	2	1
	Statements					
1	Students' learning and participation has increased.					
2	Students have made progress in their learning					
3	Students have positive attitudes towards their school					
4	Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.					
5	Teachers have adequate knowledge of the subject they teach.					
6	The leadership of the school and teachers has used appropriate and modern teaching methods that helped increase the participation of all students.					
7	The school keeps record of data regarding female students and students with special needs. It also provides them special support.					
8	Teachers, directors and supervisors have carried out continuous professional development (CPD) program.					
9	The school leaders, teachers, students and support staff are working as a team in Development Army.					
10	Teachers evaluate, give feedback whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.					
11	The assessment of students' performance is accurate; students are given appropriate feedback.					
12	The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are					

	implemented as per the required time, quality and quantity.					
13	The school has established and implemented a system for a proper utilization of human, financial and material resources					
14	The school has forged strong partnership with parents and the local community.					

C. Educational Outcome

1No	Item	5	4	3	2	1
	Statement					
1	The school has successfully met the national education access, internal efficiency and education sector development program goals.					
2	The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups.					
3	Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment.					
4	There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practice.					
5	The school has secured support due the strong relation it has created with parents, local community and partner organizations					

APPENDIX-III; Interview Guidelines for Secondary School Principals

WOLLEGA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Education and Behavioral Sciences

Department of Educational planning and Management

Program: M.A. in Educational Leadership

An interview to be conducted with schools leaders of Government Secondary schools of West Wollega Zone.

Dear respondent, the purpose of this research is to identify the relationship between principals leadership practices and school performance of governmental secondary schools of West Wollega zone, aiming at assessing some leadership practices that affect School performance.

This interview is designed to obtain your perceptions and views on your practices of transformational and instructional leadership practices and level of your school performance. The information provided in the interview will be handled in secret and used for academic purpose only. Hence, you're honest and opinion contribution will be enabling the research project to be a successful one.

Thank you in advance.

Belina Temesgen Cell Phone 0967549299

1. What types of leadership practices do you practice to enhance your school performance
2. How do you exercise your leadership regarding Setting directions, developing people and redesigning the organization?
3. Do you think that your leadership practices contributes and tied with your school goal achievements
4. Do you demonstrate leadership that stands for time management and instructional supervision?
5. Do you set challenging and communicate high expectations about the goals for schools?

6. Do you think the level of teachers in this school are voluntary and interestingly committed to the school and teach?
7. Do you set a vision for the school? How? And do you clarify it and communicate that vision with the school community?