

SCHOOL LEADERSHIP EFFECTIVENESS AND STUDENTS' ACADEMIC
ACHIEVEMENT IN SECONDARY SCHOOLS OF JIMMA ZONE OROMIA
REGIONAL STATE



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

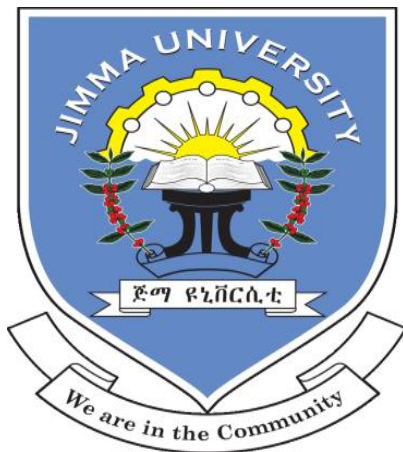
BY: MENGISTU MEKONNEN ALEMU

ADVISOR: Mr. ABEBE HUNDE (ASSI. PROF.)

JUNE, 2019

JIMMA, ETHIOPIA

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A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL
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BY: MENGISTU MEKONNEN ALEMU

ADVISOR: Mr. ABEBE HUNDE (ASSISTANT PROFESER)

JUNE, 2019

JIMMA, ETHIOPIA

DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the have been duly acknowledged.

Name Mengistu Mekonnen Alemu

Sign. _____

Date _____

This Thesis has submitted for examination with my approval as university advisor

Advisor Name Abebe Hunde (Assi. Prof)

Sign. _____

Date _____

Place: Jimma University College of Education and Behavioral Science Department of Educational planning and Management

Date of Submission: _____

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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
LETTER OF THESIS APPROVAL

This is to certify that the thesis prepared by: **Mengistu Mekonnen “School leadership effectiveness and students’ academic achievement in Government secondary schools of Jimma zone”** and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Educational Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

APPROVED BY BOARD OF EXAMINERS

Members of the board of Examiners

Chairperson Name	Signature	Date
_____	_____	_____
Main Advisor Name	Signature	Date
Abebe Hunde (Assi. Prof)		_____

Internal Examiner Name	Signature	Date
_____	_____	_____
External Examiner Name	Signature	Date
_____	_____	_____

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ABSTRACT

School leadership effectiveness have a greater role in improving educational processes and potentially includes working with all stakeholders to formulate a vision for the academic success of all students. The main purpose of this study was to assess the school leadership effectiveness and students' academic achievement in government secondary schools' of Jimma Zone, Oromia Regional State. For this, the study employed correlational research design and a quantitative research method comprising of ten randomly sampled secondary schools. . The study was conducted from December 2019 to June 2019 G.C. sample size was determine statistically and a total of 225 secondary school teachers, principals, head departments and 887 students grade ten national examination results from 10 public secondary schools. The teacher's respondents were selected by simple random sampling technique because of their limited number while, principals were selected by availability sampling technique because of their manageability in number and they were needed for the problem under study to fill in a standardized questionnaire on the leadership effectiveness of their school principal for teachers and interviews for head departments. Both primary and secondary data were used for this study. Questionnaire, interviews, and document analysis were data collection tools used for this study. Data gathered through questionnaire were analyzed and used by computing the data on SPSS version 20. Data obtained through interview and document analysis were analyzed and student score grade 10 national results were quantitatively analyzed whereas the Pearson's Correlation tests were employed to establish the magnitude and direction of the relationship between school leadership effectiveness and student academic achievement. Accordingly, the finding of the study revealed that the overall of SCLE average mean scores 3.70(74%) obtained the result showed that the two variables were respectively a positive and significant relationship between Leadership effectiveness and students' academic achievement ($r=.653^$, $p<.0.041$). The response of participants from sample secondary schools setting clear school vision, concerning extent to which promote professional practice developing a mechanism by which teachers share their experience, concerning extent to which school principal effectiveness for teachers as a leader to involving teaching staff to enhancing students achievement. Furthermore, the study result indicated that there were positive and significant relationship ($r=.653^*$, $p<.0.041$) in the mean academic achievement among the sampled secondary school and the two years CGPA of 2009-2010E.C. Thus, Based up on finding, conclusion, This implies that school Leadership indirectly affect students' academic achievement through improving school vision and school goals yet, commitment principal's leadership effectiveness should be committed to enhance the result of the students achievement and proactive to invest their time and materials to attain the objective of the school.*

CHAPTER ONE

THE 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, conceptual framework, and operational definition of key terms and organization of the study

1.1. Background of the Study

School leadership has become a priority in education policy agendas in a global context. It plays a great role by improving school outcomes by influencing the motivation of teachers, parents, community and stakeholders in education (Pont, Nusche & Moorman, 2008). School Leadership can be understood as a process of influence based on clear values and beliefs and leading to a “vision” for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007).

Leadership effectiveness is believed to be crucial for the overall success of any organization. Accordingly, Oakland, (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things are continuing to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. Moreover, as to Kasambira (cited in Masuku, 2011), effectiveness is providing a decided, decisive, or desired effect and the extent to which an organization achieves the objectives for which it was established.

The school principal is considered to be a person in the leadership, leadership is a concept both multidimensional and all-round where “the values, goals, beliefs, and decision-making-skills of the principal give purpose and meaning to the policies and procedures which he/she is duty bounded to implement” (Goddard,2003:13). Schools prepare students for the future; teach them

the skills they need to be successful in life; and motivate them to read, write and think creatively. Moreover, schools are concerned with the development of students who are not only employable, but also autonomous and responsible individuals who are effective members of the society (Harris, 2003:12). To achieve this, there must be a commitment among the various stakeholders. In supporting of this, Aggrawal (as cited in Million, 2001) explained that in maintaining the above objectives (i.e. for the developments of citizens as well as students), the school requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management. School leadership has various roles. They are responsible for the overall operation of their schools. They set school goals, conducting classroom observations, assessing learning materials, evaluate teachers, and communicating with other school communities. In supporting this idea, the BLS (2010) noted that the major roles of school principals are: they set academic tone and work actively with teachers to develop and maintain high curriculum standards, formulate mission statement and establish performance goals and objectives. They hire and evaluate teachers, visit classrooms, observe teaching methods, review and check instructional objectives and examining learning materials. They meet and Communicate with other educational administrators, students, teachers, parent and representative of community organizations.

The rapid growth of educational institutions and the ever-increasing enrollment require improved management. With the increase in the number and size of many secondary schools; employment of more teachers, changes in school structure, and enlarged curriculum, and the problems of effective leadership by school principals could obviously become more complex. Rapid expansion through the creation of secondary schools means that more teachers may be recruited as leaders. Some of these school leaders may have less experience, as experienced principals are no longer available for some schools. It is well known that the school leadership is one of the most important factors contributing to the success of the school (MoE, 2006).

As secondary schools are a place where students prepare themselves to join their further education in Universities, Colleges, Technical and Vocational trainings, the school should work hard to realize this objective through collaborative efforts of stakeholders. On this issue, Conley (2007) suggests that high schools and teachers must set college-ready expectations for students; teach rigorous content so that students can apply knowledge in new situations.

The effectiveness of educational systems (schools) depends upon the professional competence of assigned leaders and the placement of efficient persons in the world of work. School leaders are regarded by many educationalists as having the center and leading role in the successful operation of teaching and leading process.

School leaders have a great role in improving educational processes and potentially working with all stakeholders to formulate a vision for the academic success of all students. Developing a shared vision around standards is an essential element of a school leader. Regarding the role of school principal Ethiopian Ministry of Education (2012) emphasizes that: The school principal is the leading professional of the school. The major role of the school principal is providing professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Thakur (2004) stated that secondary school leadership is a major determining factor of the quality of education and school performance. Leadership is essential in improving school management and raising standards of education. The quality of education depends on the nature of leadership provided by the school principal, his or her ability to control, direct and guide teachers and students. The quality of leadership also plays a vital role in students' academic achievement as it is concerned with teachers, pupils, rules, regulations and policies that govern the school (Buhere, 2007).

Recent policy discussions in the United States of America and elsewhere suggest there is broad support for expanding teachers' participation in leadership and decision-making tasks besides the principals. These discussions are supported by research suggesting that increased teacher participation in schools has the potential for significant positive effects on school improvement including students' academic achievement (Huber, 2004; Leithwood & Beatty, 2007; Leithwood *et al.*, 2008; Matthews & Sammons, 2005). Studies on leadership have focused at principals when it should be on the classroom teachers. Teachers play a key role in the delivery of quality instruction. Their responsibilities include ensuring educational strategies are in place that support effective learning for all students (Wango, 2009). They serve as a facilitator, guide and provider of quality instruction (Bakhda, 2006). Good subject teachers understand that quality school principals is essential for improving students' academic achievement.

According to Hallinger (2005) defines leadership as the art of getting people to do what they might not otherwise do and like. Leadership has also been defined using the traits or attributes

of leadership or the leaders themselves. Spillane (2000) contends that leaders should be honest, forward looking, competent and inspiring. Bennis and Thomas (2002) state that great leaders possess four essential skills: an ability to engage others in a shared meaning, a distinct and compelling voice, a sense of integrity and an adoptive capacity.

Among the major persistent education-related challenges that Ethiopia has been facing, over the years, is the issue of quality education. Following the formulation of Education and Training Policy (MOE, 1994), the Ethiopian government has taken different measures to alleviate those educational problems and remarkable changes have been exhibited in education expansion. According to Ministry of Education (MoE, 2010), the efforts made to strengthen professional skills of school leaders' effectiveness and the student academic achievement which has been in place is part of the endeavor to looking for the solutions of education quality problems. The researcher argues that effective leadership practices of school principals play a great role in making school effective, (Bush, 2008) as emphasizes the quality of school principal's leadership has a positive effect to improve student's academic achievement and to make school effective.

According to Day & Sammons (2009) described that school principals carry the leadership activities through practicing their knowledge and the required skills to influence followers to achieve common goals. Therefore, school principals are expected to improve the overall schools performance and student's achievement through effective school leadership practices. Therefore, school leadership is one of the most complex processes that help to influence people to achieve common goals. To be an effective leader, school principals need to have a better knowledge and the required skills of more than one leadership theory to serve their customers effectively and efficiently. Additionally, when school principals have an adequate knowledge and skill on school leadership they are able to choose which leadership theory, model or style is appropriate to their environment. Moreover, as the major notion of leadership is to influence followers, school leaders should develop the skill of influencing others and the ability of engaging stakeholders to achieve common objectives.

The main resolute education challenges that Jimma zone has been facing for many years was concern about quality education in the performance of Ethiopian General Secondary Education Certificate and university entrance examination result (The Annual Report of Jimma zone

education office 2006 E.C). As indicated in GEQIP (2010), the main target of school improvement is improving student learning and students' academic achievement. Therefore, to make school leadership effective, the ministry of education has been working strongly to assure school improvement program in different schools. Thus, the researcher is motivated to assess school leadership effectiveness and students' academic achievement in government secondary schools of jimma zone, Oromia Regional State.

1.2. STATEMENT OF THE PROBLEM

Leadership has today become a very complex phenomenon because of the complexity of globalization, industrial, social or political organization and technological advancement especially in information technology (Ibukun, Oyewole, & Abe, 2011). Effective Leadership may play a key role in improving educational processes and, potentially, in enhancing student academic achievement, Secondary education is the basic requirement for selection into tertiary institutions and further skills training (MOE, 1994).

The new education and training policy applied in Ethiopia in recent years have addressed a number of issues of which the introduction of standardized students' achievement. Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of the students' academic achievement that could be because of different factors. Factors of students' achievement can be investigated in terms of variable which is the school leaders' effectiveness. One of the most obvious aspects that influence students' academic achievement is the school leaders. Despite all the efforts made the question of whether a school leaders' can impact the students' academic achievement is still not clearly figured out.

Some studies claim that school leader can contribute a significant positive impact, be it direct or indirect on student academic achievement in particular (Branch et al., 2013; Louis et al., 2010). Long ago, others argued that the effectiveness of school leaders' in contributing to students' achievement remains a topic of debate that is yet to be resolved (Firestone and Herriott, 1982; Grift, 1990; Rowan et al., 1982). Successful school leadership is no longer confined to merely being able to effectively manage both the children and adults who arrive at the school house on a daily basis. Cuban (1988) clearly links leadership with change.

Leadership takes many forms, but certainly depends greatly on the context of each individual school, teachers, students and community.

Schools of developing countries including Ethiopia which manifest limited concern for leadership activities have been criticized for wastage of instructional time, when teachers leave classes for various reasons and for minimum participation of parents in following up students learning progress (Lockheed and Vers poor, 1991:p.45). Besides, action plan of the MoE (2005), expresses that one of the goals of ESDP-III, is to increase access and quality of secondary education. This, however, happens when secondary schools are appropriately guided by strong leadership.

In Ethiopia, many research were conducted for instance Aklilu (2011) studied on assessment of “instructional leadership practice in the secondary school of Sheka Zone” found out that instructional leaders do not possess the necessary knowledge and skills that help them in leading the school community as they were all subject specialist.

In addition to this Dessalegn, Bekalu and Frew (June, 2016) also conducted their study on the relationship between secondary school principals’ leadership effectiveness as perceived by secondary school teachers and students’ academic achievement in West Hararghe Zone, Oromia Regional State, Ethiopia. The study finding showed that there was no significant correlation between a school principal’s leadership effectiveness and students’ academic achievement. But there study focuses not only on the relation of leadership effectiveness and students’ academic achievement rather it also includes teachers perception of principal leadership effectiveness.

Furthermore Tadesse (2011), also tried to assess the “exploring of the effectiveness of Principal in Hadiya Zone, SNNPR: in case of Government Secondary schools” his study indicate that, socio economic background, principal personal trait, job assignment, luck of openness were taken as the major finding of the study. Alemayehu (2011) study of “Educational leadership problems of government secondary school principals in East Shewa Zone of Oromia Regional State” found out that the focus of the principals in their leadership activities were not in academic activities, as much of their time was spent on administrative tasks. Mekuanint (2012), in his assessment of “Principals Leadership style of Public Secondary

schools of Jimma Zone” found out that the most prevalent leadership style is low directive and high supportive behavior which may not be appropriate to all situations.

Teshale (2014) on “leadership effectiveness of secondary schools principals in the Segen area peoples Zone: SNNPR”, the finding revealed that, teachers’ motivation, school culture, vision, mission and goal statements, Teachers’ status and Power sharing were major findings of leadership effectiveness. The most recent research was conducted by Daniel Sorato, (2018) in his study of “school leadership practices of principals of secondary schools in the area Kembata Tembaro Zone (SNNPR). The study finding revealed that poor competence of principals, lack of training and experience sharing programs, poor school-community relationship, role diversity, lack of appropriate supervisory support, and scarcity of educational resources hinder principals’ effectiveness.

In general the above listed six studies assessed the leadership styles, practices and problems of educational leadership in secondary schools of different areas of the country and the study conducted West Hararghe also focuses on teacher’s perception of principal leadership effectiveness and students’ academic achievement. But this study is different from them in that it aimed at assessing the effectiveness and contributions of school leadership for the improvement of students’ academic achievement at secondary school of Jimma zone. Moreover, the previous researchers did not include some other factors (determinants) of school leadership effectiveness further and prioritize some basic fulfillments to enhance school leaders’ effectiveness. Thus, the researcher believes that the existing gap of study site is considered to be filled through this study.

Furthermore, from the personal experience of the researcher serving as a teacher, school principal and woreda education office experts for twenty years and from different trainings and workshops at the regional, zonal as well as woreda level, there are complains observed on limited capacity of school leadership in planning, lack of work experience lack of support & lack of training, skills on the effectiveness of school leadership in playing their role as instructional leader.

Hence, in light of the indicated gap the researcher aspired and carried out this study to tie with the school leadership effectiveness and their influence on students’ academic achievement that

enables concerned bodies to work seriously on existing gap. Therefore, the purpose of this study, examine whether thorough investigation of relevant information in relation to the experience of the effectiveness of school leadership at Jimma Zone secondary schools and examine whether the principal's leadership effectiveness can significantly influence the students' academic achievement in the secondary schools at jimma Zone. In the same way, recently reported that most of the secondary school leaders have great challenges in enhancing students' academic achievement and it was evidenced that the report showed that more than 50% students of grade ten national examination achievements of students becoming decreases.

Therefore, in light of this, the researcher has been motivated to conduct this study crucial issue the academic achievements of students and student's competence point of view and to come up with some recommendations that might solve the problems that might come across by assessing the leadership effectiveness in enhancing student's academic achievement in the secondary schools of Jimma Zone by raising the following basic questions would be dealt with:

- 1) To what extent are school leaders effective in setting clear school vision to raise students' academic achievements in secondary schools of Jimma Zone?
- 2) How does school leadership effectiveness promote professional practice to enhance students' academic achievement?
- 3) To what extent do the school leadership effectiveness for teachers as a leader to enhance students' academic achievements in secondary school at Jimma zone?
- 4) Is there significant relationship between leadership effectiveness and students' academic achievement?

1.3. Objectives of the study

1.3.1. General Objective

To examine the relationship between effectiveness of school leadership on the students' academic achievement in secondary schools from five sample woredas Sekoru, Omo nada, Dedo, Kersa, and Mancho of Jimma Zone, in Oromia Regional State, Ethiopia.

1.3.2. Specific Objectives

1. To examine the extent to which the school leaders to setting clear school vision and to raise students' academic achievements in government secondary schools at Jimma zone.
2. To explain the extent of school leadership effectiveness in promoting students' academic achievement in the secondary schools of Jimma Zone.
3. To measure the extent to which the school leaders effectiveness for teachers as a leader to enhance students' academic achievements in government secondary schools at Jimma zone.
4. To assess significant relationship between school leaders effectiveness and students' academic achievements in government secondary schools at Jimma zone.
5. To identify the current major problems of school leadership effectiveness exercised in secondary schools of jimma zone.
6. To make suggestions and possible recommendations that may assist school leadership effectiveness in Jimma Zone of secondary schools.

1.4. Significance of the Study

The significance of this study was used to assess leadership effectiveness on students' academic achievement in selected secondary schools of Jimma Zone. Thus, the results of the study would be important for the following reasons.

- It provides information, and significant for concerned bodies, particularly for woreda education office, Regional Education Bureau and Zonal Education Department and schools to strictly follow the problems of those schools leaders effectiveness which exhibits less academic achievement on students' results as when compare with policy settings.
- It provides the extent of correlation between school leadership and students' academic achievement in secondary schools at Jimma zone.
- It contribute to the improvement of school stakeholders 'activities for teaching and learning process;
- The findings also provide information and alternative suggestions for stake holders such as teachers, educators, parents, school principals and education administrators about the relationship between school leadership effectiveness and the achievement of secondary school students.
- It would be serving as a bridge for other researchers to conduct further study of a wider scope on the same or related problems.

1.5. Scope of the Study

In order to make the study more manageable, the study was delimited to the investigation of this study focused on school leadership effectiveness on students' academic achievement in selected secondary schools of Jimma zone, Oromia region. It is clear that conducting a study in all secondary schools of the zone would be advantageous in order to have a complete picture of the effectiveness of school leaders on academic achievement on the students' grade 10 national examinations. However, due to time and finance constraints the study was delimited to five sample woredas and ten (10) selected secondary schools of the zone. The study was also consider two years (2009 E.C to 2010) who took grade 10 national examination achievements of students' in the study area. Furthermore, the study was conducted from December 2019 to June 2019G.C.

1.6. Limitation of the Study

This study did not come to end without drawbacks. To this end, some limitations were also observed in this study. The major problem that faced the researcher in this study was shortage empirical study reference in Ethiopian context. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate more and come up with better work. A small numbers of respondents may not seriously filling out the questionnaires, and some may be busy to answer the questions and return timely. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data. For the above problems, the researcher tried to solve the problems by: Proper planning, giving attention and priority to the work devoted with patience.

1.7. The conceptual Framework

The framework below shows the relationship between the independent and the dependent variables of the study. The independent variables are school leadership effectiveness and dependent variable is students' academic achievement.

This study conceptualizes with to examine the relationship between the leadership effectiveness and students' academic achievement. Therefore, for this study different variables are listed as conceptual framework.

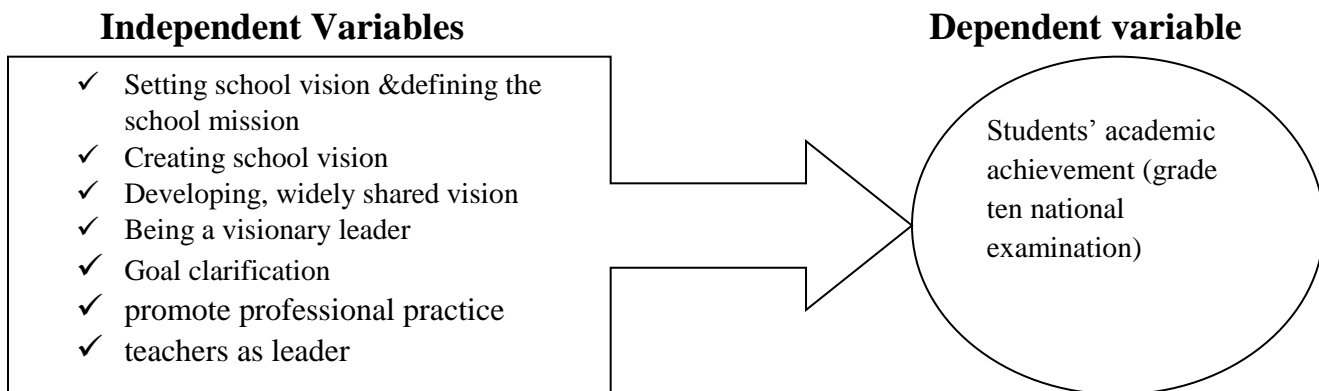


Fig. 1 conceptual frame work, Source: Adapted instructional leadership mode by: Hallinger & Murphy model, 2015

The Above figure presents a conceptual framework showing the relationship between the variables of the study. In the framework the independent variables are school leadership effectiveness functions which include effectiveness in setting school vision and defining the school mission, Creating school vision, developing, widely shared vision, Being a visionary leader and Goal clarification with promote professional practice, teachers as leader enhance students' academic achievement in sampled secondary schools.

Professional development may also stimulate continuous growth in teacher's abilities and this may influence student's achievement in the sense through time organize seminars, workshops, conferences, short term course and long term course for teachers to update their knowledge and skills. As this happens teachers learn new strategies which they use to impact knowledge to

student and reel for students there by enable student to understand difficult concepts while monitoring students progresses assist to demonstrate that students become more conscious of their own performance while teachers are able to improve their discussion making when teaching aimed to support teaching learning processes and supporting school curriculum implementation programs School Leadership effectiveness and assistance for professional development in order to improve the quality of instructional delivery this may benefit teachers to understand their strengths and weaknesses to support their students.

Health and safe environment is an important ingredient that relates to the students academic performance .Safe and conducive environment that means safe school compound safe class rooms transparency good working cultures of the staff initiate childrens to give attention in thier area of learning.Creating safe and conducive environment is pre condition to be ful filled.The unfullfilment of such pre conditions affect students achievement.

1.8. Definitions of key terms

Academic achievement: - is designated by test and examination scores or marks assigned by the subject teachers Organization of the Study (Adediwura & Tayo (2007).

Effectiveness: - a leader's effectiveness as seen by both self and others in meeting the job-related needs of followers, representing followers' needs to higher level managers, contributing to organization effectiveness, and achievement by the leader's work group (Denison, 1990).

Leadership: - The ability to mobilize and work with others to articulate and achieve shared intentions (Leithwood & Riehl, 2003).

Leadership style: - a relatively consistent types of behaviors that characterize a leader (Durbin 2007).

Leadership Effectiveness:-The parameter or indicator which determines the outcome of a leaders' behavior when he/she attempt to influence the others to achieve certain goal(s) in a given situation (Harry.T, 2004).

School improvement: - is defined as systematic, sustained effort aimed at change in learning conditions and other related internal condition the ultimate aim of accomplishing educational goals more effectively.

1.9. Organization of the Study

The research paper had 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, scope of the study, limitation of the study, conceptual frame work, definition of key terms and organization of the study. Chapter two discusses the key theoretical bases or concepts that was used in the paper to place the problem in a broader perspective review of related literature. Chapter three concentrates on the research design and methodology. Chapter four focus on results and discussion of the study. Finally, chapter five of this study involves the summary which deals with major findings, the conclusion/ and recommendation of the study.

CHAPTER TWO

2.1. REVIEW OF RELATED LITERATURE

The purpose of this chapter will be the theoretical bases of the study and to provide a summary of existing literature related to School Leadership Effectiveness and Students' academic achievement of Secondary School through different parts incorporated into this literature review.

2.2. Principles of School Improvement

According to Abeya Geleta and Tamiru Jote (2009), researches in the area developed a number of important principles that result in school effectiveness and excellence. Based on recent effort to improve schools and the school reform, basic principles that school leaders can adopt for improving their own schools are listed below the school has clearly stated mission or setoff goals school achievement is closely monitored Provisions are made for all students, including tutoring for low achievers and enrichment programs for the gifted; teacher and administrators agree on what is good teaching and learning a general philosophy and psychology of learning prevail.; emphasis on cognition is balanced with concern of students' personal, social and moral growth; students are taught to be responsible for their own behavior; teachers and administration expect students to learn and convey these expectations to students and parents; teachers are expected to makes significant contribution to school improvement; administrators give ample support, information and time for teacher enrichment; Sense of teamwork prevails ; there is inter disciplinary and inter departmental communication; Incentives ,recognition and rewards are conveyed to teachers and administrators for their efforts on the behalf of the team and school mission; the interest and needs of individual staff members are matched with the expectation of the institution; The staff has the opportunity to be challenged and creative; there is a sense of professional enrichment and renewal; staff development is planned by teachers and administrators to provide opportunities for continuous professional growth; the school environment is safe and healthy; there is a sense of order in classrooms; parents and community members are supportive of the school and are involved in school activities; the school is a learning center for the large community; it reflects the norms and values of the community; the community sees the school as an extension of the community (p: 144).

2.3. Concept of Leadership and its Importance in education

Different authors agree that there is now as such universally accepted definition of leadership. In the same token, Leithwood, and Jantzi (2011) contend that, there is no agreed definition of the concept of leadership. Yukl (2002) but argues that, ‘the definition of leadership is arbitrary and very scared. Some definitions are more useful than others, but there is no “correct” definition.’ Based on this concept, we can treat the three dimensions of leadership which may be identified as a basis for developing a working definition. Most definitions of leadership reflect 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). Educational leadership is a relationship between educational leaders, instructional staff, and students intended to create opportunities for the exploration and the sharing of knowledge, influence real changes about the value of lifelong learning and create strategies designed to build and promote a shared vision (Tory Roddy, 2010).

2.4. The Importance of Leadership

Educational practitioners have acknowledged leadership as crucially important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before Nkata, (2005).

The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt & Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners’ discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards.

2.5. Characteristics of Effective Leaders

Effective leadership and a climate conducive to student's achievement are important to all schools. Effective leadership increases an organization's ability to meet all challenges, including the need to obtain a competitive advantage, the need to foster ethical behavior, and the need to manage a diverse workforce fairly and equitably (Moorhead & Griffin, 2004). Effective leader possesses common characteristics that help them in advancing organizations and to gain the competitive advantage. Research has documented many characteristics that a leader must embrace.

These are characteristics of leading change; leading innovation; motivating employees; being grounded in values/principles; leading conflict; listening; empowering; leading communication; influencing and being flexible; being self-aware; seeking feedback; managing time; learning; understanding individual differences; and building/sustaining relationship among people (Mazurkiewicz,2011).

2.6. Key Components of Leadership practices

Leadership effectiveness is the successful exercise of personal influence of one or more people with the aim of accomplishing organizational objectives through obtaining the followers' approval (Cooper et al., 2004). In line with this, scholars in the field of educational leadership have made several attempts to identify components of effective school leadership of which Leithwood and Jantzi (2010) is the one who has six components. The tool contains six major dimensions of effective school leadership. These are: building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations and developing structures to foster participation in school decisions (Leithwood & Jantzi, 2010).

2.6.1. Symbolizing Professional practices and values

The leadership of schools is widely recognized as having crucial importance for pupil outcomes. Indeed, it is acknowledged as being second only to classroom teaching in its influence on student learning, with the greatest impact found in schools where pupils' learning needs are the most acute (Leithwood, 2004). There is a wide range of issues relating to supporting and promoting the provision of effective leadership in schools, including those

around recruitment, roles and responsibilities, retention, succession planning, governance, continuing professional development, and reward. In addition effective leadership: shows respect for staff by treating teachers as professionals, sets a respectful tone for interaction with students, demonstrates willingness to change own practices in light of new understandings, models problem-solving techniques that i can readily adapt for my work, promotes an atmosphere of caring and trust among staff and symbolizes success and accomplishment within our profession (Day, 2010).

The challenge of professional practice is to ensure that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains with an over reliance on experience and intuition (Routledge. Lumby &Pashiardis, 2009).

2.6.2. Developing structures to foster participation in school decisions

Participation in school decision is essential to successful school performance, although such performance is also influenced by students' perceptions of the quality of their instruction, and their own ability (perhaps better understood as academic self-efficacy). Quality of instruction is also an influence on participation. Successful performance influences the students' sense of belonging and valuing of school-related goals. Such identification, in turn, has a positive effect on participation (Leithwood, & Jantzi, 2010).

Decision-making is the most aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision-making is considered to be the "heart of management". In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe& McCormick, 2001). Griffith (cited in Desalegn Gemechu, 2014) has highlighted three important concepts concerning the nature of decision making. These are 1) the structure of an organization is determined by the nature of its decision-making process, 2)an individual's rank in an organization is directly related to the control exert over the decision process, and 3) the effectiveness of an administration is inversely proportional to the number of decision that he/she must personally make (p.267).

According, to Vroom–Yetton and Jaggon (cited in Desalegn Gemechu, 2014), “effective leadership select the appropriate decisions set and permit the optimal participation for followers” .This indicates that, even though, decision – making is an important managerial process, many decisions should be made by a member of the groups, Principals play a critical role in establishing and maintaining school participative decision– making.

A decision group’s leader facilitates communications between individuals and integrates the incoming response so that a united response occurs. Information about the school and work, and knowledge of the field as well as power should be shared with teachers to increase their participation by allowing them the opportunity to participate in making decision that affects their work (Gemechu, D. 2014).

Teachers typically have more complete knowledge of their work management; so if teachers participate in decision making, decision will be made with a better pool of information. Teacher participation is thought to give school administrators access to critical information closest to the source of many problems of schooling, namely, the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decision (Smylie et al, 1996).

The mission and goals for the school must be the foremost priority for all participants in decision making process and it is the principal’s duty to make them known (Pashiardis, 1994). He also adds, principals can be a powerful force for school change when they are flexible enough to allow teachers to take part in a rational problem solving and responsible, widely shared decision making. The allocation of time as evidence of administrator commitment will encourage teachers to initiate and continue their involvement in the process.

One of the defining characteristics of good workplace is recognition of the employee’s right to be involved in decisions that have a direct impact on the employee’s job. Hoy and Miskel (1991) suggest the following generalization in which principals maximize the positive contribution of participative decision making: “In order to maximize the positive contribution of shared decision-making and to minimize the negative consequences, the school administrator needs to answer the following questions :(a) under what conditions teachers should be involved? (b) To what extent and how should teachers be involved? (c) How should

the decision make group be constituted? (d) What role is most effective for the principal?” (p. 328). In general, the success of teachers’ participative decision-making has a lot to do with the readiness of the principal to share power, and his ability to establish the processes to make participative decision-making works.

Somech (2002) shares this view: “Leaders must be willing to let go of traditional authority roles,” argues Somech, “not only allowing teachers to have a greater voice but helping to prepare them, providing support and establishing an environment of trust” (p.343).

2.6.3. Building school vision and goals

Researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students’ academic achievements’ (Ekundayo, 2010).

In addition, researchers suggest that success in all these areas of influence entails five key responsibilities: shaping a vision of academic success for all, students based on high standards, creating a climate hospitable to education, so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers, and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost, managing people, data and processes to foster school improvement(*Wallace Foundation, 2013*).

School principals should give for schools a sense of overall purpose of the schools, helps clarify the practical implications of the school’s mission, communicates school mission to staff and students, encourages the development of school norms supporting openness to change, and works toward whole staff consensus in establishing priorities for school goal(Northouse, 2013).

According to Waters, et al. (2003), School leaders must lead their school through the goal setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring

strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's outcome and ethical-centered activities are not achieved without the participation of stakeholder (MoE, 2007). Shared vision is defined as a “mental image of what is important to the staff and school community; that image is kept in mind while planning with colleagues and delivering instruction in the classroom” (Hord, 2007, p. 3). Furthermore, Hord high lights the role of the principal as a regular communicator of the vision to all stakeholders by articulating “powerful images that encourage everyone’s commitment to the vision” (p. 3).

2.6.4. Offering individualized support

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction. Katz (in Wossenu, 2006) asserted that quality school leaders understand teaching and respect by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal.

The dimension of shared and supportive leadership involves the development of roles where teachers are leaders alongside administration (Hord, 2007). Hord refers to “democratic participation” and “consensus about the school environment and culture and how to attain the desired environment and culture” as necessary characteristics of shared and supportive leadership (p. 4). It is necessary for administrators to relinquish their sense of positional authority and recreate an understanding of shared and collaborative leadership.

Supportive conditions are defined by two characteristics: logistical or structural conditions and human capacities (Hord, 2007). The logistical or structural conditions relate to the availability of time, space, and resources; whereas human capacities involve the “relationships developed among staff to promote collegiality and collaboration” (Hord, p. 4). Further to the development of human capacities, Hord reinforces the need for principals to be a driving force in this area.

2.6.5. Providing Intellectual Stimulation/motivation/

School leaders should be a source of new ideas for teachers’ professional learning and stimulates teachers to think about what they doing for their students. School leaders also encourages teachers to pursue their own goals for professional learning; encourages us to develop/review professional goals consistent with school goals; encourages us to evaluate our practices and refine them as needed; encourages me to try new practices consistent with my own interests and facilitates opportunities for staff to learn from each other (Harris, 2010).

Transformational leaders play a special role in the celebrating of individual or group achievements because they are the most prominent personality in the organization and serve as a role model. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant and when leaders encourage their employees through recognition and celebration, they inspire them to perform Better (Kouzes& Posner, 2002).

Shin, & Zhou, (2003) described intellectual stimulation as getting followers to question the tried and true methods of solving problems by encouraging them to improve upon those methods. Intellectual stimulation involves exciting individual’s cognitive ability, so that he or she can engage independent thinking in the course of carrying out job responsibilities (Jung, Chow, & Wu, 2003). According to Bass, & Steidlmeier (1999), intellectual stimulation encourages followers to challenge leader decisions and group processes. Shin, & Zhou (2003) state that by creating intellectual stimuli, managers can excite employees’ ability to experiment with new practices and generate ideas that can greatly impact performance. Intellectual stimulation component of transformational leadership plays a healthy and beneficial role in organizational learning (Brown and Posner, 2001).

2.6.6. Demonstrating high performance expectations

Effective leadership has high expectations for us as professionals and holds high expectations for students as well as expects me to be effective innovator. Effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers; ability to identify and articulate school vision and goals; effective allocation of resources; and development of organizational structures to support instruction and learning (Horng, Kalogrides, & Loeb, 2010).

Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. This body of knowledge relates to the roles identified earlier or expressed in a different way, to each of the following: strategic direction and policy environment; teaching, learning and curriculum; leader and teacher growth and development; staff and resource management; quality assurance and accountability; and external communication and connection. The challenge of professional practice is to ensure that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains with an overreliance on experience and intuition (Walker and Dimmock, 2000).

2.7. Elements of successful Leadership

Successful leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these elements. Although different scholars proposed various kinds of elements of leadership, the most common elements are treated as follows:

2.7.1. Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over

teachers or centralization of authority over the classrooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students.

2.7.2 Schools Leaders as Change Agents

Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at the school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the issue that school improvement has to be one of the primary tasks of school leaders. The aim of school improvement initiatives highly suggests that leaders are key persons to introduce changes in schools. Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the staff with him/her, such a program will give the leader and the teachers more, not less control of the school program.

2.7.3 Creating an Orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. The leader of the school has a particular responsibility to lead the staff in developing school policies to control student behavior. There will be different reasons as to why it is valuable to establish an orderly conducive environment in the school.

Ubben and Hughes (1997) enumerate about two of the most vital premises: i) learning occurs best in an orderly environment and ii) the environment enhanced when the staff behaves in an orderly and internally controlled way. Cooperativeness among every school community, proper student behavior control system and encouragement of leadership for high achievements of teachers and students are indicators among others conducive environments of schools.

2.8. The Major Roles of Principals

Principals today must serve as leaders for students learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local health, and family service agencies, youth development groups, local businesses and other community residents and partners around the common goal of raising student performance. In addition, they have the leadership skills and knowledge to exercise the authority to pursue these strategies (Lucas and David, 2008). The school administrator performs a number of tasks and responsibilities in order to improve teaching and learning process. The leadership function of the school principals has two major dimensions. First, he/she serves as the chief administrative officer in the school and as an educational leader.

In other words, the principal is accountable to the overall school operations (Sergiovanni, 2001; Murphey, 1995; Bennaars, *et al.*, 1994). Moreover, according to MoE (2002) main activities and responsibilities of principals, which are instructional, as well as leadership and management aspects are identified.

2.8.1 Setting School Vision and Defining the School Mission

A core function of school leadership is to create a common vision for improving students learning. Creating a learning organization requires a deep rethinking of the leader's role. School leaders must see themselves as 'learning leaders' responsible for helping schools develop the capacity to carry out their mission.

A crucial part of this role is cultivating and maintaining a shared vision which provides focus, generating questions that apply to everyone in the organization. Learning becomes a collaborative, goal-oriented task rather than a generalized desire to 'stay current' (Peter, 1990). Peter (1990) also notes that coherent vision specifies the particular values and beliefs that will guide policy and practice within the school.

Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture changes. Vision is increasingly regarded as an important component of leadership.

Organizing (Leith wood, *et al.*, 2006). Hatcher and Hyle (1996) investigated instructional leadership strategies and their relationship with achieving higher standard by students.

They have concluded that excellent instructional leaders are very important and they are a vital part of effective schools in bringing schools up to high standards of students' achievement as expected and demand by most educators and communities." Accordingly, instructional leaders need to lead the teachers, students and community for creating excellent schools by collaborative establishing vision, developing trust, earning respect for school communities.

2.8.2 Creating vision:

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Vision as being forced of the dream towards which successful administrators make every effort in the development and determining of their schools. A vision has been described as a statement which captures an ideal state of affairs (Smith and Stolp, 1995). More recently as a realistic, credible, attractive future for the organization that is so compelling that people would be motivated to work towards the better future. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

2.8.3 Developing Widely Shared Vision

Golman *et al.* (2002) calls a visionary leadership style mobilizing others towards a vision. Once you have your vision, the style become even more important in keeping the vision alive and in people's mind. Developing widely shared vision refers to the practices aimed at identifying new opportunities for the school and developing, articulating and inspiring others with a vision of the future (Leithwood *et al.*, 2004). It is based on setting directions' category of Leithwood's and his colleagues' model (Leithwood, 1994 and Leithwood, Jantzi, & Steinbech, 1999). They affirmed that vision is an "avenue of influence" in school improvement. In its broad meaning a vision enables one to see facets of school life that may otherwise be unclear, raising their importance above others. It is in fact an important element of leadership.

Scholars in educational leadership suggest that vision may have an impact on schools. For example, the importance of vision on transformational model of school leadership was extensively studied by researchers such as Leithwood (1994) and Leithwood, Jantzi, & Steinbech (1999). According to them a vision can also identify a path to a new future, a strategic dimension of leadership. They argue that it is the vision that assists the leaders in becoming a more effective problem solver by helping to sort and find the most important problems.

2.8.4 Being a Visionary Leader

An effective leader will be highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which will accepted by the staff and other stakeholders. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. Cheng (2005, p.38) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreed vision is a stimulant to work hard towards the desired common goals.

2.8.5 Goal Clarification

According to (Ubben and Huges, 1997) well-advertised goals for schools and classrooms are absolutely essential. Schools those are aspiring to high performance results for the nature of the goal setting process. School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meetings and Departmental chair meetings. They communicate them through individual meetings such as follow up conference to classroom observations. Frequently, communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. Skillful leaders address different learning needs of students.

The function of communicating school goals refers to the ways the principal expresses importance of the school goals to staff, parents and students. With regard to the communication of school visions and goals, Hoy and Hoy (2003) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

2.9. School Leadership in Ethiopia

In his study on implications for reforming school leadership in Ethiopia Tekleselassie (2002) reports on a change in the “placement” process for new principals in Ethiopia. Before 1994, the assignment of principals was largely conducted on the basis of the applicants' degree or diploma in educational administration. The new process involves teachers electing principals from among the teachers at the school. Initially, this is for two years and a re-election must be preceded by performance evaluation. Colleagues, students, parents and the district office will assess the principal biannually to determine re-election for the second term. Then the district office must approve the election (Tekleselassie, 2002).

These processes appear to include bureaucratic, democratic and political aspects, leading to unpredictable outcomes. According to MOE (2010), a Teacher Development Program was launched in order to improve teacher qualifications and professional development. Amongst the major achievements of this program, the following are worth mentioning: Continuing Professional Development (CPD) for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district-level expertise and a special Leadership and Management Program (LAMP) were initiated to build capacity of school principals and supervisors in planning and management. Capacity development of school staff focus on two groups: practicing and prospective school leaders and practicing and prospective teachers. The important role of school leaders in quality improvement is well known. To allow leaders to play their role more effectively, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training (MOE, 2010).

By focusing on core work of teaching, school leaders regularly monitor and observe teaching classroom activities to improve achievement. It is the responsibility of school leadership to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient (MOE, 2006).

Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools such as guidelines on school improvement plans, the necessary resources through a school

grant system and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement (MOE, 2010).

2.9.1. Purpose of the School Principal Standards of Ethiopia

The SPS of Ethiopia has been developed to define the role of the principal and unify the profession in the country, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes. SPS describe the important knowledge, skills and attitudes that all principals, are expected to demonstrate (MoE, 2013, p.2).

The Professional Standard for school principals is designed to include Preprimary, Primary and Secondary School Principals. It is intended to help schools understand the requirements for integrating the SPS into their existing performance management systems. According to MoE, (2013) this standard will mainly serve the following purposes: serves as a guide for school principals as they are continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers; assists in attracting, developing and supporting aspiring and practicing principals; leads learning by providing a framework for professional learning, guiding self-reflection, self-improvement and development, guiding the management of self and others; assists higher education programs in developing the content and requirements of leadership training programs; focuses the goals and objectives of the Woreda as they support their schools educational leaders; serves as a tool in developing coaching and mentoring programs for principals; and serves for certification and approval of professional development.

2.9.2. Levels of School Principal in Standards of Ethiopia

The SPS of Ethiopia comprises of three levels namely; Beginner Principal, Proficient Principal and Lead Principal. The indicators for these levels are developed to show the performance at three levels. The levels are assumed to be based on the growth and advancement of their responsibilities throughout their span of careers. The levels are described as follows (SPS, MoE, 2013, p.4).

Beginner Principal: at this level, principals demonstrate knowledge of the skills and abilities needed for minimally effective leadership. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their schools and respond appropriately.

Proficient Principal: at this level, principals effectively integrate the knowledge, skills and abilities needed for effective leadership. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. They anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses.

Lead Principal: at this level, principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their schools, and Woreda. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively.

2.9.3. Human Resource Development

Human resource development is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads. School leaders are personnel's in charge of supporting teachers in their profession. Supporting this idea, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community. Moreover, the HRD program must be a continuous process and should not be an overnight task.

2.10. School Leadership Effectiveness or success

Leadership success means providing a decided, decisive or desired effect. It also defined as the extent to which an organization achieves the objectives for which it was established. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources.

Sergiovanni (2011) perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility. Edmond (2012) also identified five factors which contribute to school effectiveness. These are:

strong leadership of the principal, emphasis on mastery of the basic skills, a clean, orderly and secured school environment, and high teachers' expectation of pupil performance and frequent monitoring of students to assess their progress.

2.10.1 Successful School Leadership

Early research on leadership sought to identify a list of personal characteristics that set effective leaders apart from other people. No single list has been found to hold true for every leader in every context. As a result leadership research moved on in a different direction focusing instead on what effective leaders do. For decades traits were largely ignored. Scholars have recognized that personal characteristics are important to effective leadership particularly intelligence and aspects of personality such as dominance, extraversion, sociability, self-confidence, high levels of energy and resilience. The above controversies in the concept and theories of leadership also rise in effectiveness.

This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundrette, 2003). Democracy is supposed to be the foremost political goal of education, should not be reflected in the ways in which schools are led if schools are to be judged effective. (Bundrette, 2003). They also emphasize that leadership operates within the social culture of its time. Now a days, people expect a more democratic style of leadership and no one were deceived, coerced or simply bribed to following to the leaders dictates.

Fidler also stress that the different situations require different leadership style and effectiveness of leader style depends on the situations in which it is used. Therefore, effectiveness is context based because it depends on the situation in which it is used and the leader acts.

For the organization to be successful in achieving its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of leader. If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their levels of maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success (Schermerhorn, 2000).

2.11. Factors that affect leadership effectiveness

I. Follower

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people the fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must come to know your employees' be, know, and do attributes.

II. Leader

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if a leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

III. Communication

You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

IV. Situation

All are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may.

2.11.1. Factors Affect School Leadership Effectiveness

Leadership in an educational institution can be perceived as the ability, through whatever means, to influence, direct and empower teachers, parents and students, to behave in a particular way perceived as desirable by the institution (Nsubuga, 2008). In line with this, MacNeill, Cavanagh, & Silcox (2003) stated that the bottom-line outcome of leadership is

about improving learning of students and this will be contingent upon developing and nurturing the capacity of teachers and other members of the school community to improve student learning. From the description of these authors, one can understand that the success or failure of learning of students highly depends on the quality of leadership practiced to enable teachers and other members of the school community to take part successfully in the accomplishment of educational activities.

There are different factors that could affect the principals' effectiveness. Some of these include: leadership knowledge and skills, leadership style, availability of educational resources, the relationship between school and local community, experience and training of the principal, support from higher hierarchical levels and role diversity.

Studies on leadership indicate that there are some factors that influence effectiveness of school leaders. Such factors may be classified to a principal characteristics, organizational and district/zonal education department characteristics.

The most accurate description of the obstacles that face principals can best be derived from contemporary principals themselves. They were asked to rate issues according to their importance. Motivation of students and involvement of parents are esoteric phrases, encompassing a host of issues including school satisfaction, relevance, as well as safety and enthusiasm. In fact the positive perception of students and teachers hinges upon the necessity of school principals providing an environment that is both educationally beneficial and safe in the New World order. This task will become increasingly difficult for new principals as they are faced with increasing school violence and student disassociation (Finn & Traub, 1999).

2.11.2. Organizational Characteristics

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial). In instructional leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for its success, (Mibit, 1994; P. 113), for example, stressed this when he suggested just as well trained personnel are important for the success of the school curricula, so are equipment and supplies, Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school. Other studies shows that principals will have multiple roles they play Information over load, paper work, too many

reports, many non-academic demands and work over load consume much of the Principals time, Hence ,only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (Sergiovanni,2007).

2.11.3. Availability of Educational Resource

The first factor is the availability of educational resources, which include human, material and financial resources. The availability of essential resources like teachers, textbooks, machineries, supplies and finance are crucial to the success of effective leadership role. The availability of educational resources may constrain or facilitate the leadership function. Gorton (1993) indicated that lacks of resources are serious obstacle to effective leadership. Experience also shows that shortage of qualified trained teachers makes leadership process problematic.

2.11.3.1. Utilization of Resources

Ubben and Hughes (1997:304) stated clearly that, Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In most research findings the role resources is evidence for providing quality education. In other words improperly utilization of resources (Financial, physical or human) can be a serious obstacle to principals“ capacity.

2.11.3.2. Role Diversity

The second organizational factor is the role diversity about which most school leaders complain. Exercising leadership takes time and energy over and over that which must be spent on administering a school or school district (Gorton, 1983). Responsibilities other than instructional leadership will frequently press for the principal's time and drain his/her energy, leaving him/her with the feeling that he/she is spread too thin.

Today, the position of the principal is far more sophisticated and the job is far more complex than in previous decades (Ibukun, Oyewole, & Abe, 2011). This complexity can best be seen in the incredible number of functions that principals are expected to perform daily and often simultaneously. The maintenance of quality and standards in education depends largely on the extent to which they effectively carry out their leadership responsibilities.

Instructional leadership is critical in the realization of effective schools, but it is seldom prioritized (Stronge, 1988). For example, among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership. Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training, lack of time, increased paperwork, and the community's perception of the principal's role as that of a manager (Flath, 1989; Fullan, 1991). Today, most school leaders seek a balance in their role as manager-administrator and instructional leader. Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a principal takes to promote growth in student learning (Flath, 1989). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Most literatures reviewed emphasized that the main duty of principal is assuring effective teaching-learning process in the school through involving him/herself in instructional activities. He/she is also expected to carry out managerial roles as well. That is, most principals seek a balance in their role as manager-administrator and instructional leader.

2.12. District or Zone Education Department Characteristics

The third source of influence of the principals leadership is district or zone office characteristics, one of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principal's role. As (Hallings and Murphy, 1997; p.56), pointed out that the informal culture of school district which emphasizes managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement.

On the positive side, (Gross and Herriot's, 1985; p.109) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership. Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems numerous reporting

requirements untimely teacher transfer and in deployment of teachers are suggested as constraining elements in principals instructional leadership process (Bossert *et al.*, 1992; p.53).

2.12.1 Professional Norm

Professional norm is another organizational factor that influences leadership effectiveness of the principals. Corbally and others (1965) indicate that teachers in secondary schools are sensitive, intelligent people who feel that their professional preparation and experience have equipped them to do a job skillfully. Gorton (1983) also added that teachers do not always recognize the principals as instructional leader. This is because they consider him/her as not having necessary expertise regarding the actual teaching and learning process.

2.12.2 Staff Development

Staff development is a continuous professional development in order to promote teachers profession expertise through involving in problem solving activities (Dimmock, 1993). Promoting teachers professional development, according to Sheppard (1996) is the most influential school leadership behavior at both the elementary and high school levels. Among the role of an instructional leader is promoting school wide professional development. School leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that leaders understand this aspect of leadership as one of their key responsibilities.

They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers (Leithwood et al., 2006). In-service training at school level is one of the means to achieve professional development of teachers. The school leaders and supervision committee can deliver the training to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training

programs have to be participatory. In addition, programs have to be supported by variety of teaching materials.

Moreover, sharing experiences and communal problem solving activities should be central to the training program. If the use of new practices is to be sustained and changes are to endure in schools, then teachers need to be

2.12.3 School Size

The research on the impact of school size on styles of leadership is limited. Lashway (2002) says “Small schools are more likely to nurture a sense of belonging and community, engaging active student involvement through a positive, humane and caring atmosphere.” This implies that leaders are more likely to operate in a participative mode and Cotton (1996) claims that interpersonal relations are more positive in small schools.

2.12.4 Decision Making

The questions of the decision hierarchy involve whether the leader has the information necessary to make the decision, whether the decision has quality requirements, whether the followers have the information necessary, whether they are likely to accept the decision if the leader makes it alone, and so forth. The process is designed to help the leader make or delegate the decision.

Much of the current literature in this area has been driven by a model of “high involvement” or “high performance” organizations (Lawler, Mohrman and Ledford, 1992). From different perspectives, teacher involvement is a means of avoiding feelings of powerlessness and workplace alienation, both of which can lead to stress and burnout.

Decision making is process of choosing a course of action from two or more alternative (Robins 1989:62, Nwankwo, 1982:80). For this matter individuals or organization make decision in their everyday life to achieve intended goals.

The process of decision making in school principals is a strong factor in determining the nature of leadership the level of authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decisions will be. To make effective decisions several steps should be involved that are necessary to come up with rational decision (Guthrie, Jamees W. 1991:241). Perfect information, rationality of decision maker,

multiple goals communication and common sense performance and evaluated to arrive at correct decisions.

As (MoE 2002) stated in the concept paper of principals the first and for most for the personal who is working in administrative line is making effective decision. As Gorton (1987:102) explained “To make effective decision one should collaborative with necessary bodies from the upper echelons and on the other hand with subordinates sometimes with students. Some principal’s familiar with directive decision making approach by which principals more collecting information. Others exercise consultative decision making to get the idea of their subordinates even other encourages participative decision making.

In this practice the principals share the problem to subordinate and both of them discuss and analyze the issue jointly. This attitude develops mutual trust and generates strong feeling and job satisfaction. To make effective decision, the principals should know not only the alternative but also the type and effective of the decision to be made.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to assess school leadership effectiveness on students' academic achievement in selected secondary schools of Jimma zone. Quantitative research methods were employed in order to achieve this purpose. This part of the research presents the methodological aspects which include the research design, research method, and sources of data, sample size and sampling techniques, data collection tools, data collection procedures, method of data analysis, validity and reliability checks, and ethical considerations.

3.1. Research Design

Broadly conceived a research design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim Ball & Gall, (1989). In order to undertake this study, the research design which is specifically correlational design was employed. Correlation design is a measure of the relationship or association between two continuous numeric variables (Orodho, 2009). Correlation analysis results give a correlation coefficient which measures the linear association between two variables (Crossman, 2013).

This study would be an interest in the variables of school Leadership effectiveness on student academic achievement. Thus, a correlational study was employed to determine if any relationship exists between the two variables. Specifically, the researcher has used Pearson's Correlation Coefficient because of transformation of ordinal data considered as parametric test (Creswell, 2012, p.167) employ to determine the association between the school leadership effectiveness and student academic achievement of the variables. Therefore, this practical design for the study as various factors of school leaders would be look at and the degree of relationship was an area of interest.

According to, Creswell (2012) a basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. To realize this objective of the study, a correlational design was utilized to conduct the study. Data would be analyzed a correlational design that allowed for the examination of relationships among variables (Gay& Airasian 2006).

3.2. Research method

The study were employed Quantitative research approach with more emphasis on quantitative method as the leading method through close-ended and open ended questions and qualitative to support the quantitative data. Quantitative approach were emphasized because investigating the relationship between school leadership effectiveness and students' academic achievement by means of correlation research study design in order to examine the relation between the two variables in selected government secondary schools at Jimma zone could better understand by collecting large quantitative data. To this end, the qualitative approach is incorporated in the study to validate and triangulate the quantitative data. Since, qualitative data were helpful to obtain reliable and relevant information from a variety of groups on the actual practices of leaders' effectiveness.

3.3. Sources of Data

To obtain reliable information about the relationship between school leadership effectiveness and students' academic achievement under the study locality, the researcher were used both primary and secondary sources of data for this study.

a. Primary Sources

Primary data were gathered from zonal education experts, woreda education experts, school principals, teachers' and head departments of secondary schools at Jimma Zone. These groups of respondents were selected because their day-to-day activities and key search out of information are related to the objectives of the study.

b. Secondary Sources

Data was also be gathered from documents analysis, records written the Ethiopian General Secondary Education Certificate (EGSECE) from school level document and minutes concerning issues discussed and decided by leadership in the school in relation to students' academic achievements. Also, Woreda Education office and Schools level is the bases documents for students' academic achievement in the schools.

3.4. Sample size and Sampling Technique

A study population is the entire group of people to which a researcher intends the results of a study to apply. These were the ones a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). There are 21 woredas and 82 secondary schools and 2526 teachers in Jimma Zone. For this study, the researcher selected five 5(24%) woredas namely, Sekoru, Omo nada, Dedo, Kersa, and Mancho included them in the study by assuming they were representative of twenty one woredas from Jimma Zone. The sample woredas were selected by using simple random sampling techniques of lottery method. This was because in simple random sampling, every member of a population has an equal and independent chance of being selected as sample and it is also appropriate to quantitative research design. Hence, the selection of one wereda would not affect the selection of the other during application of simple random sampling technique in order to give equal chance to be represented. The target population of this study is 225 including school principals, head departments, teachers and 887(13.1%) students for document analysis from government secondary schools.

These five woredas have 22 secondary schools from which the researcher selected 10(ten schools) (45%) by using simple random sampling to get good representative sample. This is because it gives equal chances for selecting these secondary schools and the selection of the others does not affect the chance of the others to be selected (Teddlile and Yu, cited in Furi, 2016). Accordingly, Sekoru, Natry, Deneba, Dedo, Kolobo, Nada, Asendabo, serbo, Bulbul and Mole secondary schools, were selected.

Regarding the sample size of respondent's researcher selected depends on the idea of Creswell (2012) that says a general rule of thumb is to select as large sample as possible from the population. i.e., the larger the sample, the less the potential error. So that in this study because of a total number of students 887(13.1%) for document analysis and teachers are 215, and principals 10, the researcher were selected all Principals 10(100%), teachers, and head departments 140(65%) by using the idea of Yamane (1967:886) formula, principals by using availability sampling techniques as due to their small number and manageability to Summarized in the following table.

The following table reveals total number of teachers in the sampled schools and sample size of teachers who were involve in the study from each school.

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

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

Therefore: $n = \frac{215}{1+215(0.05)^2} = 140$

After determined the sample size and the proportional sample size from each stratum was calculated by using the following formula:

$$n_i = (n \times N_i) / N$$

Where: n_i= sample size for respondents

n= the total number of selected for each secondary schools

N_i=the total sample size for each selected secondary schools

N=the total number of secondary schools

Therefore, the distribution of the Sampling technique and sample size in relation to their respective population for each of the 10 secondary schools In jimma Zone is precisely summarized in table1.

Table 3.1. Sample and sample size to be taken from each selected schools

Samples Woredas	Sample secondary schools	Samples	Target Population	Sample Size	%	Sampling techniques
			N	$\frac{n * N}{N}$		
1. Sekoru	Sekoru	Principals	1	1	100	Availability
		Teachers	25	16	64	Proportional
	Natri	Principals	1	1	100	Availability
		Teachers	13	8	62	Proportional
		Principals	1	1	100	Availability
		Teachers	25	16	64	Proportional
2.Omonada	Deneba	Principals	1	1	100	Availability
		Teachers	18	12	67	Proportional
	Nada	Principals	1	1	100	Availability
		Teachers	23	15	65	Proportional
		Principals	1	1	100	Availability
		Teachers	28	18	64	Proportional
3. Dedo	Dedo	Principals	1	1	100	Availability
		Teachers	24	16	67	Proportional
	Kolobo	Principals	1	1	100	Availability
		Teachers	20	13	65	Proportional
		Principals	1	1	100	Availability
		Teachers	21	14	67	Proportional
4. Kersa	Serbo	Principals	1	1	100	Availability
		Teachers	18	12	67	Proportional
	Bulbul	Principals	1	1	100	Availability
		Teachers	18	12	67	Proportional
		Principals	10	10	100	Availability
		Teachers	215	140	65	Proportional
5.Mancho	Mole	Teachers	18	12	67	Proportional
Total		Principals	10	10	100	Availability
		Teachers	215	140	65	Proportional

Source: Jimma zone education Department EMIS / 2019

3.5. Data Gathering Tools

Using different types of tools for gathering data help get adequate and sufficient data for the problem under study. In supporting this idea, John (2010) says that employing multiple methods of data collection helps the researcher combine the strength and amend some of the inadequacies when only one method is used independently. Therefore, the researcher used three different types of data gathering instruments in this study. These were questionnaire, interviews and documents review.

I. Questionnaire

The main reason to use questionnaire was for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time Questionnaire based on Kumar's (1999) advice that the choice of instrument to collect primary data is mainly determined by the purpose of the study, the resource available and the skills of the researcher. Similar Questionnaire were distributed to school principals, teachers head department. Questionnaires included both ten open and thirty five closed ended items respectively. The closed ended items were be arranged in five point rating scale from very low to very high. Open ended items were also prepared for respondents to give their opinion, comments, suggestions and possible solution for the study.

II. Interview

The interview permits greater depth of response which is not possible through any other research data collection means (Abebayehu et al.). Well-constructed and semi-structured interview was prepared and administrated to heads of departments, because they are believed to have sufficient information in the topic under study as they are practicing day-to-day school leadership effectiveness. The researcher used semi-structured interview which contained similar idea with the contents of the questionnaires. The aim was to obtain background information regarding school leadership effectiveness and students' academic achievements. This helped the student researcher to get in-depth responses, and more significant information about the issue under study. The interviews were conducted with each informant providing with the freedom to choose convenient times, which suited them.

III. Document Analyses

In addition to questionnaire and interviews, document analysis would be used. The data collected by instruments mentioned above, document analysis was made on the previous records. Document analyses was one of the data collection tools that was used to validate or identify the consistency of questionnaire responses with the respondents included students' academic achievements document in the study. It focused on records and minutes that show the students' academic achievements result and check lists of the schools leadership used to influence the achievement of students. According to Abiyi et al., (2009) document analysis can give an expert understanding of the available data and also it is cheap.

3.6. Data Collection Procedure

The researcher obtained letter of cooperation from Jimma University which was taken to the study zone. Jimma Zone Education office also gave letter for cooperation to five sampled woredas and the same as woredas Education office also gave letter for cooperation to sampled secondary schools. Before administrating the questionnaires for data collection, respondents were informed about the purpose of the study and how to fill in the questionnaires. The distribution and collection of the questionnaires were done by the researcher in collaboration with school principals. An interview was carried out through disclosing the purpose of the study by researcher. Finally, document review was made by the researcher.

3.7. Methods of Data Analysis

In general, to analyze the data the researcher has used descriptive statistics, figure, correlation and ordinary least square. The descriptive statistics used to describe the data while inferential statistics used to generalize the data finding Kimberly, (2011). In agreement with the data that were collected from respondents, the close-ended items were systematically coded, tabulated and organized for analysis. The organized and coded data were stored in an editable excel spreadsheet and imported to SPSS version 20 and analyzed using such descriptive statistics as percentage, frequency, mean standard deviation and average mean; and inferential statistics correlation, significance of school leadership effectiveness as it relates to students' academic achievements. However, it is often useful to be able to calculate the effects of two or more independent variables on a dependent variable (Best & Kahn, 2006). Frequency and percentage

distribution were used to analyze various characteristics of the respondents such as sex, age, and academic qualification, field of study and years of service. Mean and average mean and standard deviation were computed for quantitative variables the extent which principal's leadership effectiveness to setting clear school vision and to raise, promote professional practice to enhance, for teachers as a leader to enhance students' academic achievements in secondary schools under the study.

Even though five point Likert scales at significance level of 0.05 at various levels of rating scales (Very low, low, Moderate, high and very high,) were used to collect data from respondents, to make analysis clear, the responses were analyzed with mean value 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as Moderate, 3.51-4.49 as high and 4.5-5 as in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools (Desalegn, 2014).

Finally, the above methods of data analysis, data obtained through interview, open-ended questions, and document review were analyzed and interpreted qualitatively by describing or narrating the responses provided by the respondents.

3.8. Validity and Reliability Checks

A pilot test was conducted to examine the internal consistency of the questionnaire items. The pilot test was carried out on 21 samples, i.e., 1 school principal and 20 teachers of Dimtu secondary school in Tiro Afeta woreda. To make sure that the items show consistency, the reliability of the items were calculated by SPSS software version 20.0. Cronbach alpha was employed. Therefore, according to (Nun all, 1978) Cronbach alpha ranked 0.7 or above is reliable Thus, the actual score were calculated 0.808 the researcher self-developed items used in the study were reliable. Cronbach alpha coefficient for this item was 0.808 which was good to dispatch the questionnaire. To check validity of the items, the researcher collected comments from experts. Finally, the instruments were sufficient to measure the variables and administered to 140 teachers and 10 principals and as scheduled on -face base.

3.9. Ethical Consideration

Ethical permission was obtained from the respective Jimma University, a formal letter to be submitted to all concerned bodies to obtain their cooperation. According to Best and Khan (1999) (as cited in Furi, 2016) 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 provided would not be used for anything other than this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with results and discussion of the study. This section of the report is categorized into two major parts. The first part presents personal information of the respondents whereas the second part deals with the results and discussion of the data. Analysis and discussion was made by using the data gathered from principals, head departments, teachers, and student's document of secondary schools of Jimma Zone.

Similar Questionnaires were distributed to teachers and principals, as well as interviews for head departments. One hundred and fifty (150) questionnaires were distributed to respondents and interestingly 147 similar Questionnaires were properly filled in and returned. In order to validate the data from questionnaire were conducted with teachers and principals. Documents were also reviewed to student's results as supplementary data collecting tool. The data gathered through questionnaires were tallied, tabulated and quantified.

Table 2. Return rate of questionnaires (Principals N=10, and Teachers N=140 Total=150)

No	Name of schools	Number of Respondents	Number of Reponses	Reponses rate in %	Number of students from sample school
1	Sekoru	17	17	100%	85
2	Natry	9	9	100%	45
3	Deneba	17	16	94.1%	120
4	Nada	13	13	100%	78
5	Asendabo	16	16	100%	84
6	Dedo	19	18	94.7%	115
7	Kolobo	17	17	100%	65
8	Serbo	14	14	100%	144
9	Bulbul	15	15	100%	28
10	Mole	13	12	92.3%	123
Total		150	147	98%	887

Source: Field survey data, 2019

A total of 35 items contained questionnaire were prepared and distributed to 150 respondents. From these 140 were teacher and the rest 10 were principal respondents and the questionnaire had properly filled in and returned with 147 in the total return rate of 98% and the response rate was ranged from 92.3% - 100% in the sampled schools which was very scared to represent the views of the target population and the following Table 2 precisely showed the response rate of 10 sampled government secondary schools.

Table 2, we can see that in Sekoru 17 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%, in Natry 9 questionnaires were distributed and all of them were properly filled and returned with the return rate of 100%, in Deneba 17 questionnaires were distributed and 16 of them were filled and returned with the return rate of 94.1%, in Nada 13 questionnaires were distributed and all of them were properly filled and returned with the return rate of 100%, in Asendabo 16 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%, in Dedo 19 questionnaire were distributed and 18 of them were filled and returned with the return rate of 94.7%, in Kolobo 17 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%, in Serbo 14 questionnaires were distributed and all of them were properly filled and returned with the return rate of 100%, in Bulbul 15 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%, in Mole 13 questionnaires were distributed and 12 of them were filled and returned with the return rate of 92.3%. So the total return rate of questionnaire was 147(98%). Whereas from each 10 sample secondary school students take 430 as sample included in the study.

4.1. Socio-Demographic Characteristics of study Respondents

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents. The characteristics of the study groups were examined in terms of sex, age, academic qualification of study and years of service. Thus, help us to know the makeup of respondents who were participated in school leadership effectiveness.

Table 3. Respondents Socio-Demographic Characteristics.

No	Variables	Category	Respondents			
			Teachers		Principals	
			Frequency	%	Frequency	%
1.	Sex	Male	107	72.8%	10	6.8%
		Female	30	20.4%	0	0
2.	Age	21-25	38	25.9%	3	2.0%
		26-30	54	36.7%	3	2.0%
		31-35	13	8.8%	2	1.4%
		41-45	19	12.9%	1	0.7%
		46-50	6	4.1%	1	0.7%
		51-56	3	2.0%	0	0%
		56 above	4	2.7%	0	0%
3.	Educational qualification	Diploma	5	3.4%	0%	0%
		BA/BSc/BEd	127	86.4%	9	6.1%
		MA/MSc	5	3.4%	1	0.7%
4.	Work experience	5 & below	31	21.1%	1	0.7%
		6-10 year	42	26.8%	4	2.7%
		11-15 year	28	19.0%	3	2.0%
		16-20 year	11	7.5%	1	0.7%
		21-25years	15	10.2%	1	0.7%
		26 & above	10	6.8%	0	0%
Total			137	93.2%	10	6.8%

Source: *Field survey data, 2019*

The two groups of respondents were asked to indicate their background information. The details of the responses were given in table 3 and discussed as follows:

As shown in (Table 3) Item 1, 107 (72.8%) of teachers and 10 (100%) of principals' were male respondents whereas, 30(20.4%) teachers and none of principals were female respondents. This shows that the majority of the respondents were males. This implies that, the participation of females either in the secondary school teaching or involvement in the school leadership is too much less than males.

Regarding the age of respondents (Table 3) Item 2 shows, 38(25.9%) of teacher respondents and 3 (2.0%) of school principals respondents were between the age of 21-25 years. Others 54 (36.7%) of teacher respondents and 3 (2.0 %) principals respondents fall between the ages of 26-30 years. In addition, 13(8.8%) of school teacher respondents and 2(1.4%) of principal respondents were between the ages of 31- 35 years. Besides 19 (12.9%) of teacher respondents and 1(0.7%) of school principals were between the age of 40-45 years. Moreover 6 (4.1 %) of teacher respondents and 1(0.7%) of school leader respondents were between 46-50 years. And the remaining respondents 3(2.0%) of teachers and none of principals were between the ages of 51- 55 years. Finally, 4 (2.7%) of teacher respondents and none of principals were the ages of 56 above years.

As far as educational qualification was concerned, 127 (86.4%) of teacher respondents and 9(6.1%) of school leader respondents had a first degree of BA/BSC/BED. Whereas about 5 (3.4%) teachers were diploma holders which is below the standard set for secondary schools. The last 5(3.4%) teacher's respondents and 1(0.7%) school principals had MA degree. Thus, that the majority of teachers' and school principals had first degree. From this, one can easily understand that, most of the respondents of the questionnaires and all interviewed head departments were subject area graduates; even though a blue print of TDP (MoE, 2007) has stated that the academic qualification required for the secondary school principal is MA degree. Pristine and Thurston (1994) pointed out that the most popular measure of leader effectiveness is the extent to which the organization performs its tasks successfully and attains its goals.

Regarding work experience of respondents, 31(21.1%) teacher and 1(0.7%) school principal's respondents had served below 5 years. while 42(26.8%) teacher and 4(2.7%) school principals had a service year between 6-10. Twenty eight (19.0%) teachers and 3 (2.0%) principals of respondents served between 11-15 whereas 11 (7.5%) and 1(0.7%) had 16-20 years' teaching experience and on the other hand, 15(10.2%) teachers and principals 1(0.7%) respondents 21-25 work experience and the last 10 (6.8%) above 26 years work experience. The work experience ranges indicate that most respondents were young and only a few were seniors. This implies that majority of teacher respondents' were youngsters that helps them to actively participate in school leadership effectiveness.

This statistical data and interview question responses reveal that school leaders were in opposite to today school leadership qualities in experience, qualification related with leadership. The leadership influence could be measured through their qualifications, experience they have in leadership activity, their experience to delegate authorities and provision of teachers' freedom to do their duties independently (Hoy and Miskel, 2001).

4.2. Results and Discussion of the Data

Table 4: Extent of principal's leadership effectiveness in setting clear school vision.

The two groups of respondents were asked to rate which principals leadership effectiveness on students' academic achievement. Accordingly, the response of the teachers and leaders members was summarized in the following table and discussed below.

Table 4: school leadership effectiveness in setting clear school vision.

No	School leadership effectiveness to:	R	N	M	SD	AM
1.	Identify and include stakeholders in the process of developing a shared vision	T	13 7	3.5109	.98606	3.75
		ScL	10	4.0000	.81650	
2.	Articulate a vision focused on high levels of learning for all students.	T	13 7	3.6058	1.01719	3.65
		ScL	10	3.7000	.82327	
3.	Implement a process for the development of a shared vision	T	13 7	3.4964	.94809	3.6
		ScL	10	3.6000	1.34990	
4.	Identify goal areas that promote high levels of achievement for all students and staff	T	13 7	3.5109	1.03694	3.7
		ScL	10	3.9000	.99443	
5.	Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement	T	13 7	3.5766	.91332	3.7
		ScL	10	3.9000	.73786	
6.	Establish clear and concrete strategic goals of the school with participation of the staff	T	13 7	3.4453	1.11751	3.6
		ScL	10	3.8000	1.03280	
7.	Formulate and demonstrate vision long range planning of the school	T	13 7	3.4964	1.00823	3.6
		ScL	10	3.8000	1.03280	
8.	Allocate resources for the proper implementation and achievement of school vision and goals.	T	13 7	3.4307	1.03466	3.6
		ScL	10	3.9000	.99443	
9.	Encouraged to develop action plans for improving our own professional growth	T	13 7	3.3650	1.07701	3.7
		ScL	10	4.1000	.87560	
10.	plan and work towards highest academic achievement of students	T	13 7	3.5109	1.13835	3.8
		ScL	10	4.2000	.78881	
11.	Frame the school goal for students' academic achievement	T	13 7	3.5328	1.02219	3.6
		ScL	10	3.8000	.91894	
12.	communicate the vision with stakeholders in order to have common understanding and shared value	T	13 7	3.3650	.99170	3.5
		ScL	10	3.8000	1.03280	
AM		T	13 7	3.48		3.65
		ScL	10	3.87		

Source: Research Data, 2019

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

T= teachers; SCL= school leadership

The above table shows the functions and roles of school leaders to identify and include Stakeholders in the process of developing a shared vision. With regard to Item 1 of (Table 4), which is concerned with leaders' effectiveness to identify and include stakeholders in the process of developing a shared vision for the improvement of students' academic achievement, the mean value 3.51 and 4 was obtained from both teachers and leaders responses with 3.75 average mean score with (SD = 98606; .81650) respectively. Identify and include stakeholders in the process of developing a shared vision is rated high performance when computing with the mean set as separation.

With regard to Item 2 of (Table 4) , which is concerned with leaders' effectiveness in articulating school Vision goals and objectives for the improvement of students' academic achievement, the mean value 3.60 and 3.70 was obtained from both teachers and leaders responses with 3.65 average mean score with (SD = 1.01719; .82327) respectively. Articulating school Vision goals and objectives for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation. Schools need the participation of concerned stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended students' outcome and ethical-centered activities are not achieved without the participation of stakeholder (MoE, 2007).

Regarding Item 3 of (Table 4), which is concerned to implement a process for the development of a shared vision the mean value 3.49 and 3.60 was obtained from both teachers and leaders responses with 3.6 average mean score with (SD= .94809; 1.34990) respectively. Implement a process for the development of a shared vision for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation. With regard to this item the interviewed head departments responded that they were involving the concerned stake holders even though the data obtained from the questionnaire proofed it. In relation to this, Murphy (1990) stated that, envisioning is a force that provides purpose, meaning and significance to the school improvement and creates

commitment for the staff that contributes to the realization of the goals. At the school levels vision must be well articulated to all stakeholders' staff, students and parents.

Concerning Item 4 of (Table 4), Identify goal areas that promote high levels of achievement for all students and staff, the mean value 3.51 and 3.90 was obtained from both teachers and leaders responses with 3.7 average mean score with (SD = 1.03694; .99443) respectively. Identify goal areas that promote high levels of achievement for all students and staff for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation. According to interviewed head department report, most principals facilitate monthly staff meeting for teachers mainly focusing on instructional issues such as continuous assessment procedures, tutorial and makeup classes. They leave the school leadership activities for the department heads, principals and the teachers themselves.

With respect to Item 5 of (Table 4), Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement the mean value 3.57 and 3.90 was obtained from both teachers and leaders responses with 3.7 average mean score with (.SD= .91332; .73786) respectively. Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement for the improvement of students' academic achievement is rated high performance when computing with the mean set as high point of 5.

With regard to Item 6 of (Table 4), respondents were requested to rate establish clear and concrete strategic goals of the school with participation of the staff the mean value 3.44 and 3.80 was obtained from both teachers and leaders responses with 3.6 average mean score with (SD= 1.11751; 1.03280) respectively. Establish clear and concrete strategic goals of the school with participation of the staff for the improvement of students' academic achievement is rated high performance when computing with the mean set as high level.

With respect to Item 7 of (Table 4), the respondents were requested to rate formulate and demonstrate vision long range planning of the school the mean value 3.49 and 3.80 was obtained from both teachers and leaders responses with 3.6 average mean score with (SD =1.00823; 1.03280) respectively. Formulate and demonstrate vision long range planning of the

school for the improvement of students' academic achievement is rated high performance when computing with the mean set as separation.

With Item 8 of (Table 4), the respondents were requested to rate concerning the allocation of resources for the proper implementation and achievement of school vision and goals the mean value 3.43 and 3.90 was obtained from both teachers and leaders responses with 3.6 average mean score with (SD =1.03466; .99443) respectively. The allocation of resources for the proper implementation and achievement of school vision and goals for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation. . On the other hand all the interviewed head departments raised lack of educational resource and lack of training concerning leadership as one factor for the ineffectiveness of their leadership on students' academic achievement.

With Item 9 of (Table 4), the respondents were requested to rate concerning the encouraged to develop action plans for improving their own professional growth the mean value 3.36 and 4.10 was obtained from both teachers and leaders responses with 3.7 average mean score with (SD= 1.07701; .87560) respectively. The encouraged to develop action plans for improving their own professional growth for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation.

With regard to assessing plan and work towards highest academic achievement of students, Item 10 of (Table 4), the mean value 3.51 and 4.20 was obtained from both teachers and leaders responses with 3.8 average mean score with (SD= 1.13835; .78881) respectively. Assessing plan and work towards highest academic achievement of students for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation.

With regard to frame the school goal for students' academic achievement, Item 11 of (Table 4), the mean value 3.53 and 3.80 was obtained from both teachers and leaders responses with 3.6 average mean score with (SD= 1.02219; .91894) respectively. Frame the school goal for students' academic achievement for the improvement of students' academic achievement is rated high performance when computing with the mean set as high level. The interviewed head department responded that they spend most of their time on conducting different capacity

building, meeting, resolving conflicts made both between teachers and students and among students in the schools.

Concerning communicating the vision with stakeholders in order to have common understanding and shared value Item 12 of (Table 4), the mean value 3.36 and 3.80 was obtained from both teachers and leaders responses with 3.5 average mean score with (SD =.99170; 1.03280) respectively. Communicating the vision with stakeholders in order to have common understanding and shared value for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation.

Generally, the school leadership effectiveness in working with school vision, mission and goals is rated as high effective because the overall average mean score obtained from the table was 3.65 and the document analysis made also shows that there is no problem.

Table 5: The school leadership effectiveness promote professional practice to enhance students' academic achievement.

No	School leadership effectiveness to:	R	N	M	SD	AM
1.	Develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague/friends in the staff	T	13 7	3.3139	1.03435	3.50
		ScL	10	3.7000	1.15950	
2.	Helps to provide short term training at school level by preparing academic seminars, workshops, training etc.	T	13 7	2.8175	1.20183	3.05
		ScL	10	3.3000	1.15950	
3.	Reads different current educational publications and encourage teachers to do so.	T	13 7	3.0584	1.08307	3.22
		ScL	10	3.4000	.96609	
4.	Professional learning opportunities plans are aligned with the improvement of students' academic achievements	T	13 7	3.4088	.92000	3.80
		ScL	10	4.2000	.91894	
5.	Check periodically students result in order to ensure the effective implementation of the curriculum	T	13 7	3.5109	1.05800	3.75
		ScL	10	4.0000	.66667	
6.	Professional development is differentiated to meet the needs of individual teachers	T	13 7	3.3504	1.08865	3.47
		ScL	10	3.6000	.84327	
7.	Professional development deepens teachers' content knowledge	T	13 7	3.5036	1.06498	3.70
		ScL	10	3.9000	.99443	
8.	Professional development provides on going opportunities for teachers to work with colleagues to refine teaching practice.	T	13 7	3.3139	1.04143	3.50
		ScL	10	3.7000	.94868	
9.	Professional development is evaluated and the results are communicated to teachers.	T	13 7	3.3139	1.10315	3.40
		ScL	10	3.5000	1.08012	
10.	Professional developments enhance teachers' ability to implement instructional strategies that meet diverse student learning needs.	T	13 7	3.4672	.98557	3.48
		ScL	10	3.5000	1.08012	
11.	Professional developments enhance teachers' ability to improve students' learning	T	13 7	3.6204	1.05113	3.71
		ScL	10	3.8000	.78881	
12.	Consider ideas and suggestion of teachers to improve academic achievement of students' in the school	T	13 7	3.5255	1.07840	3.66
		ScL	10	3.8000	.63246	
13.	Actively work to ensure highest academic achievement of students	T	13 7	3.5255	1.05077	3.61
		ScL	10	3.7000	.67495	
AM		T	13 7	3.52		3.52
		ScL	10			

Source: Research Data, 2019

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low
T= teachers; SCL= school leadership

With regard to (Table 5), Item 1 to Develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague/friends in the staff, item 1 of table 5, the mean value 3.31 and 3.70 was obtained from both teachers and leaders responses with 3.50 average mean score with (SD= 1.03435; 1.15950) respectively. Frame Develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague/friends in the staff is rated high performance when computing with the mean set as demarcation.

With regard to Helps to provide short term training at school level by preparing academic seminars, workshops, training, Item 2 of (Table 5), the mean value 2.81 and 3.30 was obtained from both teachers and leaders responses with 3.05 average mean score with (SD =1.03435; 1.15950) respectively. Frame helps to provide short term training at school level by preparing academic seminars, workshops, training is rated high performance when computing with the mean set as demarcation.

With regard to Helps to Reads different current educational publications and encourage teachers to do so, Item 3 of (Table 5), the mean value 3.05 and 3.40 was obtained from both teachers and leaders responses with 3.22 average mean score with (SD =1.08307; .96609) respectively. Reads different current educational publications and encourage teachers to do so the rated high performance when computing with the mean set as out of a maximum of 5.

concerning Item 4 of (Table 5), with regards to professional learning opportunities plans are aligned with the improvement of students' academic achievements, the mean value 3.40 and 3.40 was obtained from both teachers and leaders responses with 3.80 average mean score with (.SD= (.92000; .91894) respectively. Professional learning opportunities plans are aligned with the improvement of students' academic achievements is rated high performance when computing with the mean set as out of a maximum of 5. The information obtained from the interviews confirmed that the leaders could not well prepare plans that show for the highest academic achievement of the students in schools where the study was conducted except for two of the sample schools.

With Item 5 of (Table 5), regards to check periodically students result in order to ensure the effective implementation of the curriculum the mean value 3.51 and 4.00 was obtained from both teachers and leaders responses with 3.75 average mean score with (SD =1.05800; .66667) respectively. to check periodically students result in order to ensure the effective implementation of the curriculum is rated high performance when computing with the mean set as demarcation.

With Item 6 of (Table 5), the respondents were requested to rate concerning Professional development is differentiated to meet the needs of individual teachers the mean value 3.35 and 3.60 was obtained from both teachers and leaders responses with 3.47 average mean score with (SD= 1.08865; .84327) respectively. The Professional development is differentiated to meet the needs of individual teachers is rated high performance when computing with the mean set as demarcation.

With regards to Professional development deepens teachers' content knowledge, Item 7 of (Table 5), the mean value 3.50 and 3.90 was obtained from both teachers and leaders responses with 3.70 average mean score with (SD= 1.06498; .99443) respectively. Professional development deepens teachers' content knowledge is rated high performance when computing with the mean set as out of a maximum of 5.

With regards to Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practice, Item 8 of (Table 5), the mean value 3.31 and 3.70 was obtained from both teachers and leaders responses with 3.50 average mean score with (SD =1.04143; .94868) respectively. Professional development provides an ongoing opportunity for teachers to work with colleagues to refine teaching practice is rated high performance when computing with the mean set as demarcation.

Regarding to Item 9 of (Table 5), the respondents rated Professional development is evaluated and the results are communicated to teachers, the mean value 3.31 and 3.50 was obtained from both teachers and leaders responses with 3.40 average mean score with (SD =1.10315; 1.08012) respectively. Professional development is evaluated and the results are communicated to teachers is rated high performance when computing with the mean set as demarcation.

With regard to Item 10 of (Table 5), the respondents rated to Professional developments enhance teachers' ability to implement instructional strategies that meet diverse student learning needs, the mean value 3.46 and 3.50 was obtained from both teachers and leaders responses with 3.48 average mean score with (SD= .98557; 1.08012) respectively. Professional developments enhance teachers' ability to implement instructional strategies that meet diverse student learning needs is rated high performance when computing with the mean set as demarcation.

Regarding to Item 11 of (Table 5), the respondents rated Professional developments enhance teachers' ability to improve students' learning, the mean value 3.62 and 3.80 was obtained from both teachers and leaders responses with 3.71 average mean score with (SD= 1.05113; .78881) respectively. Professional developments enhance teachers' ability to improve students' learning is rated high performance when computing with the mean set as demarcation

With regard to Item 12 of (Table 5), the respondents rated Considering the ideas and suggestion of teachers to improve academic achievement of students' in the school the results showed that the mean value 3.52 and 3.80 was obtained from both teachers and leaders responses with 3.66 average mean score with (SD= 1.7840; .63246) respectively. Considering the ideas and suggestion of teachers to improve academic achievement of students' in the school is rated high performance when computing with the mean set as demarcation.

From the responses to Item 13 of (Table 5), which relates to actively work to ensure highest academic achievement of students, the mean value 3.52 and 3.70 was obtained from both teachers and leaders responses with 3.61 average mean score with (SD= 1.05077; .67495) respectively. Actively work to ensure highest academic achievement of students is rated high performance when computing with the mean set as demarcation.

In summary, School principal effectiveness to promote professional practice and enhance students' academic achievement is rated as high effective because the overall average mean score obtained from the table was 3.52 and the document analysis made also shows that there is no problem.

Table 6: School leadership effectiveness for teachers as a leader to enhance students' academic achievements.

No	School leadership effectiveness to:	R	N	MA	SD	AM
1.	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum.	T	137	3.4088	.93584	3.65
		ScL	10	3.9000	.73786	
2.	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum	T	137	3.5912	.99672	3.89
		ScL	10	4.2000	.78881	
3.	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process	T	137	3.285	1.0843	3.59
		ScL	10	3.900	.8756	
4.	Check periodically students result in order to ensure the effective implementation of the curriculum	T	137	3.5839	.95211	3.94
		ScL	10	4.3000	.48305	
5.	provide adequate school facilities that enable to facilitate the teaching learning process	T	137	3.4307	.91391	3.46
		ScL	10	3.5000	1.08012	
6.	Continuously assist and give constructive feedbacks that improves teachers performance in teaching	T	137	3.4599	1.05031	3.62
		ScL	10	3.8000	.78881	
7.	Encouraging staff attendance at workshop, seminar and conference to update them on current issues	T	137	3.3285	1.15752	3.66
		ScL	10	4.0000	.81650	
8.	Consider ideas and suggestion of teachers to improve academic achievement of students' in the school	T	137	3.5328	1.09175	3.81
		ScL	10	4.1000	.73786	
9.	Encourage internal supervision to enhance the teaching learning process.	T	137	3.4234	1.10295	3.56
		ScL	10	3.7000	1.05935	
10.	Make sure that teachers are providing leader support for students based on their learning styles or abilities.	T	137	3.6131	1.00914	3.85
		ScL	10	4.1000	.87560	
AM		T	137	3.46		3.70
		ScL	10	3.95		

Source: Research Data (2019)

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

T= teachers; SCL= school leadership

According to the data obtained from the two groups on Item 1 of (Table 6), which relates to that coordinate the curriculum evaluation process of the school to address problems related to the curriculum, the mean value 3.40 and 3.90 was obtained from both teachers and leaders responses with 3.65 average mean score with (SD=.93584; .73786) respectively. Coordinate the curriculum evaluation process of the school to address problems related to the curriculum is rated high performance when computing with the mean set as demarcation.

From the responses to Item 2 of (Table 6), which relates to the degree of perception on whether Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum, the mean value 3.59 and 4.20 was obtained from both teachers and leaders responses with 3.89 average mean score with (SD= .99672; .78881) respectively. Degree of perception on whether advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum is rated high performance when computing with the mean set as demarcation.

Regarding from the responses to Item 3 of (Table 6), Respondents rated to ensure the timely allocation of resources (human, material and financial) necessary for instructional process, the mean value 3.2 and 3.90 was obtained from both teachers and leaders responses with 3.59 average mean score with (SD= 1.0843; .8756) respectively. Ensure the timely allocation of resources (human, material and financial) necessary for instructional process is rated high performance when computing with the mean set as demarcation. Moreover, school leaders for the proper implementation and achievement of school vision and goals is rated as high performance level.

Regarding Item 4 of (Table 6), Respondents rated to check periodically students result in order to ensure the effective implementation of the curriculum, the mean value 3.58 and 4.30 was obtained from both teachers and leaders responses with 3.94 average mean score with (SD = .95211; .48305) respectively. Check periodically students result in order to ensure the effective implementation of the curriculum is rated high performance when computing with the mean set as demarcation.

Regarding Item 5 of (Table 6), Respondents rated to provide adequate school facilities that enable to facilitate the teaching learning process, the mean value 3.43 and 3.50 was obtained

from both teachers and leaders responses with 3.46 average mean score with (SD= .91391; 1.08012) respectively. Provide adequate school facilities that enable to facilitate the teaching learning process is rated high performance when computing with the mean set as demarcation.

Regarding Item 6 of (Table 6), Respondents rated, Continuously assist and give constructive feedbacks that improves teachers performance in teaching, the mean value 3.45 and 3.80 was obtained from both teachers and leaders responses with 3.62 average mean score with (SD= 1.05031; .78881) respectively. Continuously assist and give constructive feedbacks that improve teachers performance in teaching is rated high performance when computing with the mean set as demarcation.

Regarding the responses to Item 7 of (Table 6), Respondents rated encouraging staff attendance at workshop, seminar and conference to update them on current issues, the mean value 3.32 and 4.00 was obtained from both teachers and leaders responses with 3.66 average mean score with (SD= 1.15752; .81650) respectively. Encouraging staff attendance at workshop, seminar and conference to update them on current issues is rated high performance when computing with the mean set as demarcation. One can understand that the encouragement of staff attendance or presence at workshops, seminars and conferences by school leaders is rated Moderate. The interviewed head departments revealed that there was little organized in-service training programs which can build their leadership capacity in the area of both instructional and administrative school activities, but there was some times meeting at the end of year at woreda level.

Regarding to Item 8 of (Table 6), the respondents rated consider ideas and suggestion of teachers to improve academic achievement of students' in the school, the mean value 3.53 and 4.10 was obtained from both teachers and leaders responses with 3.81 average mean score with (SD = 1.09175; .73786) respectively. Consider ideas and suggestion of teachers to improve academic achievement of students' in the school is rated high performance when computing with the mean set as demarcation.

Regarding to Item 9 of (Table 6), the respondents rated encourage internal supervision to enhance the teaching learning process, the mean value 3.42 and 3.70 was obtained from both teachers and leaders responses with 3.56 average mean score with (SD= 1.10295; 1.05935)

respectively. Encourage internal supervision to enhance the teaching learning process is rated high performance when computing with the mean set as demarcation.

Regarding to Item 10 of (Table 6), the respondents rated to make sure that teachers are providing leader support for students based on their learning styles or abilities. The analyzed mean values was 3.61 and 4.10 was obtained from both teachers and leaders responses with 3.85 average mean score with (SD= 1.00914; .87560) respectively. Make sure that teachers are providing leader support for students based on their learning styles or abilities is rated high performance when computing with the mean set as demarcation

Generally, as it was discussed clearly on the above from most of the School principal effectiveness for teachers as a leader to enhance students' academic achievements in secondary school at Jimma zone is rated as high effective because the overall average mean score obtained from the table was 3.70(74%) and the document analysis made also shows that there is no problem.

Table 7: Proportion of Grade ten students who passed national examination in their respective schools from 2009-2010 in all subjects (10).

No	Schools	N	20 09			2010			Total		
			n	%	N	n	%	N	n	%	
1.	Sekoru	285	194	68	380	175	46	665	369	55.4%	
2.	Natry	98	55	56.1	120	63	52.5	218	118	54.1%	
3.	Deneba	385	210	54.5	556	344	61.8	941	554	58.8%	
4.	Nada	337	206	61	353	256	72.5	690	462	66.9%	
5.	Asendabo	423	150	35.4	365	215	58.9	788	420	53.2%	
6.	Serbo	528	223	42.2	527	273	51.8	1055	496	47%	
7.	Bulbul	138	65	47.1	125	52	41.6	263	117	44.4%	
8.	Dedo	512	318	62.1	578	414	71.6	1090	732	67%	
9.	Kolobo	--	--	---	110	50	45.4	190	85	44.75	
10.	Mole	460	318	69.1	310	174	56	770	492	63.8%	
Total/M		3166	1739	55.05	3424	2016	55.8	6670	3845	56%	

Source: Research Data (2019)

M = Mean result, N = Total number of students who took grade ten national examination in the specified year in each school, n= Total number of students who took grade ten national examination in the specified year and who scored CGPA = (Cumulative grade point average)>2 in each school.

As it was obtained in (Table7) , among the sampled secondary schools students who took grade ten national examination in 2009E.C, 2010E.C. and 2010E.C relatively, the highest percent of students who scored mean passing CGPA was recorded Nada(72.5%), Deneba (61.8%),Asendabo(58.9%), Dedo(71.6%), Mole(56%), Serbo(51.8) and Natry(52.8%) respectively passed the rest three schools not passed.

When the recorded mean cumulative grade point average (CGPA) of students each of the sampled schools was considered in each year (2009 and 2010 E.C.), there are four secondary school namely Sekoru, Natry, Deneba, Nada, Dedo, Asendabo and Mole secondary school students were able of achieve passing mean CGPA the rest three secondary school does not achieve the results.

Generally, students’ academic achievement rated is Moderate. In addition, the interviewed head departments also confirmed that the students’ academic achievement as a moderate. In addition to that the documents observed shows that academic achievement of students is found to be below the bench mark set by the three schools. The document analyzed in the sample schools show the result of students on the national examinations is moderate especially promotion of students from grade 10 to grade 11 is medium. From the 2010, only 55.8% of students scored a promotion result for preparatory and 56% scored 2:00 and above while the remaining 44% of the students scored below 2:00 (average) in the sampled secondary schools of the study area. This implies that the students’ achievement was rated as a poor performance.

4.5. The Correlation matrix results

Table 8.The relationship between school Leadership effectiveness and Students’ Academic Achievement (A matrix of Correlations)

		Academic achievement	School Leadership effectiveness
Academic achievement	Pearson Correlation	1	.653*
	Sig. (2-tailed)		.041
	N	147	147
School Leadership effectiveness	Pearson Correlation	.653*	1
	Sig. (2-tailed)	.041	
	N	147	147

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

To see the relationship between school Leadership effectiveness and Students’ Academic correlation analysis was carried out; specifically Person’s Correlations coefficients test was calculated to find the relationships between the two variables.

The leadership effectiveness mean score of each three table shows and students’ academic achievement overall Selected 10 secondary school of jimma zone mean cumulative grade point

average (CGPA) of students in table 7 were correlated used the Pearson's Correlation. This gave a correlation coefficient (r) which showed the direction of association between the variables as summarized in Table 8 Pearson's Correlation Coefficient was used to establish the relationship between school Leadership effectiveness and students' academic achievement. There was a positive relationship between the Leadership effectiveness and students' academic achievement ($r=.653^*$, $n=147$, $p<.0.041$). In general, dependent variables like; students' academic achievement ($r=0.653^*p<0.041$); independently had moderately positive correlation with school leadership effectiveness. This implies that when leadership dimension are well managed academic achievement is in a highly improved. These results also agreed with theoretical base with ones (eg.Tschannen-Moran, 2004; Lapidot, Kark& Shamir, 2007, Hoy& Tschannen-Moran, 2003; Field,2008).The relationship between school leadership effectiveness and student achievement was that the principals were able to create a shared vision that focused on high achievement and overall school goal. The findings suggested that school principal's effectiveness in the study may have recognized the need to work hard in order to boost achievement among the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with summary, conclusions and recommendations. In this section first, a summary of the study and the major findings were made. Second, depending on the findings conclusions were drawn. Lastly, recommendations were made on the basis of the findings of the study.

The basic questions revolving around the relationship between which school leadership effectiveness on students' academic achievement(Grade ten national examination) in government secondary schools of Jimma zone, in Oromia Regional State, had been the central concern of this study. To seek answers for these questions, the researcher applied a quantitative research methods correlational design specifically Pearson correlation were used. Information was obtained from the sampled respondents through questionnaire, interview and documents. In the process, questionnaires were prepared for the selected sample respondents. In order to complete the questionnaire 150 teachers, principals and for head departments Interviews were selected by using simple random sampling (lottery methods) and by using availability.

5.1. The Summary of the Major Findings

The study was carried out in 10 sampled secondary schools of Jimma Zone. The purpose of this study was to investigate the school leadership effectiveness in governmental Secondary schools of Jimma Zone, Oromia Regional State. An attempt was also made to identify major hindrances to school leadership effectiveness and measures to be taken by principals and students' academic achievements. In order to achieve the above purpose, the following basic questions were raised:

1. To what extent is principal's leadership effectiveness in setting clear school vision and raise students' academic achievements secondary schools of Jimma Zone?
2. How does school leadership effectiveness promote professional practice to enhance students' academic achievement?
3. To what extent do the school principal effectiveness for teachers as a leader to enhance students' academic achievements in secondary school at Jimma zone?

4. Is there significant relationship between leadership effectiveness and students' academic achievement (Grade ten national examination)?

The main purpose of this study was to assess the school leadership effectiveness of government secondary schools of Jimma Zone on the students' academic achievement.

The data were collected through questionnaire because it helps to get factual information from the large number of respondents within short period of time and it was administered for teachers and principals students results because they had more understood about the practice to fill questionnaire with the opinion to answer items, interview which was semi-structured because of it helps to deep understand the opinions of departments heads as well as for getting more suggestions about the problem, while the qualitative data obtained from interview was analyzed using narration and description in the way it supplement the quantitative data and document review of grade ten national examination. Questionnaire were piloted and distributed to the respondents. Out of the 150 questionnaires dispatched to school leaders (principals and head departments) and teachers, 10(100%) and 137(98%) returned respectively with the total return rate 147(100%). Not all of the questionnaires were properly filled, returned and thus used in the analysis of data. Quantitative method which was descriptive particularly correlational design was adapted to the association or relationship between the variables carry out the study. Data obtained from different sources were analyzed by statistical tools and interpreted using descriptive statistics involving percentage, frequency, mean, average mean, standard deviation and inferential statistics which was used correlation analysis.

It was found that the school leadership effectiveness were satisfactory. The extent is principal's leadership effectiveness in setting clear school vision and to raise students' academic achievements was insufficient and, hence, school leadership effectiveness is high practiced.

Regarding to their principals' leadership effectiveness, it was identified that the respondents agreed which means they positively practice. the School principal leadership effectiveness for teachers as a leader to enhance students' academic achievements in secondary school at Jimma zone is rated as high effective because the overall average mean score obtained from the table was 3.70(74%), the document analysis and interviews was made also shows that there is no problem.

Concerning the following were identified: school principal effectiveness to promote professional practice and enhance students' academic achievement is rated as high effective because the overall average mean score obtained from the table was 3.52(70%) and the document analysis made also shows that there is no problem.

There significant relationship between leadership effectiveness and students' academic achievement. The number of students who promoted the grade ten national examinations was significant compared to the numbers of students who took the examinations in the indicated years differs from school to school. But, this also indicated the existence of various contributing challenges in the sampled secondary schools and woredas.

This study was conducted to investigate the relationship between the two variables. A correlation coefficient (r) which showed the direction of association between the variables as summarized in Pearson Correlation Coefficient was used to establish the relationship between school leadership effectiveness and students' academic achievement. There was a positive relationship between the school leadership effectiveness and students' academic achievement ($r=.653^*$, $n=147$, $p<.0.041$).

Accordingly, the findings of the study indicated that was direct relationship between school leadership effectiveness and student's achievement. (Hardman, 2011). McGuffin (2011) found out that outstanding school leadership was a key effective of schools that perform well in examinations.

Finally, the findings specifically demonstrated the dimensions of leadership effectiveness in setting school vision and defining the school mission, Creating school vision, developing, widely shared vision, Being a visionary leader, Goal clarification, promote professional practice and teachers as leader in the schools sampled. These principals have a thorough understanding of vision as a means to achieve school goals and objectives.

5.2. Conclusions

Based on the analysis of the data and the major findings of the study, the following conclusions were derived in relation to basic questions of the study:

- I. Regarding, the extent was school leadership effectiveness in setting clear school vision and to raise students' academic achievements in all the sampled secondary schools and at zonal level, the overall average mean score obtained from the table was 3.65(73%) for each role of the school leadership and entirely was high. This indicates that effectiveness was sufficient but the existence of obstacles which limited the performance of principals in each sampled secondary schools. There was an association with a significant relationship existed between school leadership effectiveness and students' academic achievement.
- II. In order to improve students' achievement, focus should be on the development of qualified and experienced teachers with strong school leadership effectiveness abilities. The teachers can also be encouraged and provided with financial support to attend professional development programmes (CPD), seminars and conferences. School administration should also create an environment conducive for the growth of principal's leadership effectiveness. Teachers should be encouraged to continuously acquire leadership skills within and outside school systems through training, workshops and seminars. Moreover, for most of the items used to measure the extent of the roles of principals for the five main variables showed that there were significant differences in the mean response of the respondents for the sampled secondary schools.
- III. The number of students who promoted the grade ten national examinations was insignificant compared to the numbers of students who took the examinations in the indicated years differs from school to school. But, this also indicated the existence of various contributing challenges in the sampled secondary schools and woredas. As the study revealed that, the correlation of school principals' effectiveness was positive, but students' grade ten national examinations medium. In general, in the sampled secondary schools the performance of the secondary school principals in setting and clear school vision, promoting professional development, and providing support for teachers was inadequate and showed the presence of various factors hindering higher performance. Thus, more attention is necessary to solve the problems in order to positively influence students' success.

Furthermore, the two years (2009-2010E.C.) mean CGPA of the sample secondary schools students at zonal level indicated inconsistent result among the years and the results were adequate and medium.

Moreover, it could be concluded that there was a gap on the school leadership effectiveness to contribute for students' academic achievement in the secondary schools of Jimma zone. But it is positive relationship between the two variables.

IV. The study found out that students' academic achievement is direct function of principals' leadership effectiveness. This implies that there is indirect relationship between school leadership and students' academic achievement. Leadership may indirectly affect students' academic achievement through improving school vision and school goals.

5.3. Recommendations

Based on the summary of major findings and conclusions made above, the following possible solutions recommended have been given:

1. For the success to effectiveness of school leadership on students' academic achievement, the school leaders are advised to do their best in setting a well school vision, mission and goals to improve their student's achievement teachers and concerned stakeholders in secondary schools.
2. From the results of the study the researcher recommends that effective school leadership should be improved by introducing leadership training sessions in schools.
3. Wereda Education Office in collaboration with the school leaders are advised to create awareness in order to provide teachers with current information and update them for the better academic achievement of the students in the school.
4. Almost all principals who were leading the sampled schools were subject specialists who had not attended any training to strengthen their school leadership effectiveness. Therefore, the researcher strongly recommends Regional Education Bureau and Zone Education Office to provide leadership trainings for school leaders as an in service program or in any possible ways in order to fill the gap and capacitate the school leaders.
5. Although this research may have its own contribution in understanding the effectiveness of school leadership on students' academic achievements in Jimma Zone, the outcomes of the study were not completed as it was initially anticipated. Therefore, the researcher recommends that those who want to conduct further study on the effectiveness of school leadership on academic achievement of students in the secondary schools of the zone.
6. Secondary school leader need to have strong commitment and work hard cooperatively with school communities in order to help their students to achieve higher results in their academic and to be competent in all aspects of their future life.
7. Secondary school leader need to clearly communicate the school vision with all concerned school communities by avoiding the perceived negative perceptions and work together to

achieve it as a common destination point for the school communities by creating the conducive situation.

8. On top of that schools principals are strongly recommended to undertake a strategic visioning whereby the leaders and the stakeholders create a vision for the school.
9. Finally, the study recommended that school leader should strengthen the relation of the school with stakeholders to accomplish tasks collaboratively and to achieve students' academic results.
10. Conducting other researches in this area is also very important.

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APPENDIX A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Questionnaire to be filled out by School principals, and Teachers

Dear Respondents:

I am a post graduate (MA) student of Jimma University, Ethiopia. I am carrying out a study on the topic: The schools Leadership effectiveness and Students' Academic Achievement in Secondary Schools of Jimma Zone. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a secondary school teacher like you who is expected to perform well in the school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are also requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through e-mail address mengistumeko2011@gmail.com

Thank you in advance for your genuine opinion

NB: Please **do not** write your name in any part of this questionnaire.

Personal information

Part 1: write name of your school on the blank space provided and put (x) mark on the box you chose as answer for each question.

Woreda _____ Name of the school _____

1.1. Your role in school: 1) principa 2) V/principa 3) Teach 4 Dip, Head

1.2. Sex: a) Male (1) b) Female (2)

1.3. Age: below 20 21-25 26-30 31-35 36-40

41-45 50 55 ve 56
 1.4. Level of Education attainment: certificat Diplom Level I level IV
 BA/BSc/BEd MA/MSc other

1.5. Work experience in years: 5 and below 10 year 15 year
 16-20 year 21-25 26 and above

Part II, Leadership Effectiveness:

Direction 2: The following statements show the characters, functions, experience and roles that show the effectiveness of school leadership. Please indicate your level of fillings the extent to which each statement characterizes your school leaders by putting tick mark (x) in one of the boxes against each item ranging 5 to 1.

Section A 1. School leader’s effectiveness setting and defining clear the school vision

No	The school Teachers	Rating Scale				
		5	4	3	2	1
1	Identify and include stakeholders in the process of developing a shared vision					
2	Articulate a vision focused on high levels of learning for all students.					
3	Implement a process for the development of a shared vision					
4	Identify goal areas that promote high levels of achievement for all students and staff					
5	Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement					
6	Establish clear and concrete strategic goals of the school with participation of the staff					
7	Formulate and demonstrate vision long range planning of the school					
8	Allocate resources for the proper implementation and achievement of school vision and goals.					
9	Encouraged to develop action plans for improving our own professional growth					
10	plan and work towards highest academic achievement of students					
11	Frame the school goal for students’ academic achievement					
12	communicate the vision with stakeholders in order to have common understanding and shared value					

The numbers indicate: 5= Very High; 4= High; 3= Moderate; 2=Low; and 1= Very Low

1. **Section B:** The extent to the school leadership effectiveness promotes professional practice to enhance students’ academic achievement in the secondary schools.

No	The school teacher:-	Ranking scale				
		5	4	3	2	1
1	Develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague/friends in the staff.					
2	Helps to provide short term training at school level by preparing academic seminars, workshops, training etc.					
3	Reads different current educational publications and encourage teachers to do so.					
4	Professional learning opportunities plans are aligned with the improvement of students’ academic achievements					
5	Check periodically students result in order to ensure the effective implementation of the curriculum					
6	Professional development is differentiated to meet the needs of individual teachers					
7	Professional development deepens teachers’ content knowledge					
8	Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practice					
9	Professional development is evaluated and the results are communicated to teachers					
10	Professional development enhances teachers’ ability to implement instructional strategies that meet diverse student learning needs					
11	Professional developments enhance teachers’ ability to improve students’ learning					
12	Consider ideas and suggestion of teachers to improve academic achievement of students’ in the school					
13	Actively work to ensure highest academic achievement of students					

What are the major professional developments that are promoted by your principal?

Section C: To what extent do the school principal effectiveness for teachers as a leader to enhance students' academic achievements.

No	The school principal:-	Ranking Scale				
		5	4	3	2	1
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum.					
2	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
3	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process					
4	Check periodically students result in order to ensure the effective implementation of the curriculum					
5	provide adequate school facilities that enable to facilitate the teaching learning process					
6	Continuously assist and give constructive feedbacks that improves teachers performance in teaching					
7	Encouraging staff attendance at workshop, seminar and conference to update them on current issues					
8	Consider ideas and suggestion of teachers to improve academic achievement of students' in the school					
9	Encourage internal supervision to enhance the teaching learning process.					
10	Make sure that teachers are providing leader support for students based on their learning styles or abilities.					

What are the other major challenges that school leaders face during their leadership activities on students' academic achievement?

If there are any other major factors that hinder school leadership effectiveness in your School, please write them briefly. _____

APPENDIX B
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Interview Head departments

The main purpose of this interview is to collect relevant data regarding the relationship between school leadership effectiveness and student academic achievement in secondary schools of Jimma Zone. The data obtained will be used for research purpose only. Therefore, your naturalness in responding to the questions is great importance, and your responses to the interview would be kept confidential.

Thank you very much in deed for your cooperation!!!

Part I: - General Information and Personal Data

Background Information of the head department.

1.1. Your subject of specialization?

1.2 Your service year in this school?

Part II: Please give your response to the questions in short, and be precise.

1. As a school leader, what are your roles and functions in setting and clear school vision?
2. As an instructional leader how do you promote professional practice, like giving training and evaluating teachers and students?
3. In which ways do you involve teachers and students in leader's effectiveness of the school?
4. As a school leader, How to provide support for teachers and students?
5. In your opinion, do you think the leadership employed brought changes on students' academic achievement in this school? If your response is yes, how do these leaders influence students' academic achievement?
6. If you have any more problems that the school faces during the application of the school principal professional standards, please describe them and include in your ranking.
7. What are the major challenges in this school to improve students result?
8. What about the attitude and stands of teachers to wards to enhance student's academic result?
9. What are the contribution of woreda and zonal education office on the improvement of school results
10. How those problems do should be solve to improve your student's academic achievement?

Thank you!

APPENDIX B
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)
A Guide for Document Analysis and observation checklist
Woredas _____ Name of the school _____

N o	Items	No	Yes	
1	Are there records lists show that students' academic results scored on the national examinations of grade 10 the year of 2009—2010E.C.			
2	Is there lists of document that reveals percent of the students who took the national exam and have scored pass mark to the next grade according to the promoted policy?			
3	Do the schools have written predetermined task description and job specification for each leaders and other place of duty at each level?			
4	Do the schools have record on the regular base concerning different academic issues like: - meeting agenda, conference videos, training materials or videos?			
5	Documents Analysis on Results of Grade 10 students on national exam From the school roster from 2009--2010 E.C			
6	Result of students on national exam From the school roster			
	<i>Year</i>	\geq <i>2:00</i>	$<2:0$ <i>0</i>	Ave
	2009			
	2010			

Thank you very much in deed for your cooperation!

APPENDIX-C

JIMMA ZONE SECONDARY SCHOOLS' GRADE 10 NATIONAL EXAMINATION RESULTS 2009--2010 E.C

No.	Academic year	No. of registered students		No. of students who took the exam		No. of students who scored 2.00 and above			No. of students who scored below 2		
		M	F	M	F	M	F	%	M	F	%
1	2009										
2	2010										
Total											

Source: Jimma Zone, Education Department