



Relationship between Leadership Effectiveness and Students' Academic
Achievement in Secondary Schools of North Shoa Zone,
Oromia National, Regional State

By: Addisu Ketema

A Thesis Submitted to Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Educational Leadership

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

Advisor: Mr. Frew Amsale (Asst.Prof.)

June, 2018
Jimma, Ethiopia

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

Relationship between Leadership Effectiveness and Students Academic
Achievement in Secondary Schools of North
Shoa Zone, Oromia National, Regional State

By: Addisu Ketema

A Thesis Submitted to Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Educational Leadership

June, 2018
Jimma, Ethiopia

DECLARATION

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

Name: Addisu Ketema

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as University

Advisor Name: Frew Amsale (Asst. Prof)

Signature: _____

Date: _____

Jimma University
College of Education and Behavioral Science Department of
Educational Planning and Management

Relationship between Leadership Effectiveness and Students
Academic Achievement in Secondary Schools of North
Shoa Zone, Oromia National, Regional State

BY: Addisu Ketema

Approved By Board Examiners

_____	_____	_____
Departments	Signature	Date
Frew Amsale (Asst. Prof)	_____	_____
Advisor	Signature	Date
_____	_____	_____
External examiner	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date

ACKNOWLEDGEMENTS

Foremost I would like to praise my God who has enabled me in my entire journey of success, and I also laud His mother Saint Virgin Mary for her intercession on my life success and to overcome the whole challenges of my journey.

I would like also to express my heartfelt appreciation to my advisor Mr. Frew Amsale (Asst. Prof.) who advised me on my research work and helped me by providing reference materials at any time frankly. Additionally, I thank also my best friends Mr. Yiheyies Seyoum (PhD. candidate) and Demisachew Shitaw (Asst. Prof.) who gave me sustainable encouragement for the success of this study.

I would like to thank Teachers, Principals, and Supervisors for giving the necessary information during data gathering process. I would like to thank North Shoa Zone Education office and Fitcha Teachers' Education College for providing professional support. Finally, my heartfelt thanks go to my dear wife W/ro Aster Garedo for her providing moral support.

Table of Contents

ACKNOWLEDGEMENT	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABSTRACT	viii
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Background of the study.....	1
1.2. Statement of the Problem	5
1.3 Basic Research Questions	6
1.4. Objectives of the study	7
1.4.1. General Objective	7
1.4.2. Specific Objectives	7
1.5 Significance of the Study.....	7
1.6. Delimitation of the Study.....	8
1.7. Limitations of the study	8
1.8. Operational Definition of Terms.....	8
1.9. Organization of the Study.....	9
CHAPTER TWO	11
2. REVIEW OF RELATED LITERATURE	11
2.1. The Concept of Leadership	11
2.1.1. Leadership in Education	12
2.1.2. Educational Leadership Models	12
2.1.3. Leadership Effectiveness	17
2.1.4. The Concept of Effectiveness	18
2.1.5. Elements of Effective Leadership	18
2.1.6. Models of Effective Leadership in School Effectiveness	18
2.2. The concept of School Leadership	20
2.2.1. School Leadership Effectiveness	21
2.2.2. School Leadership Development in Ethiopia	22
2.2.3. Pros and Cons of Effective School Leadership	23
2.3. Students' Academic Achievement	24

2.3.1. Leadership and Student Academic Achievement	24
2.3.2. School Leadership Influence on Student Achievement	25
2.3.3. Poor Academic Performance	26
2.3.4. Improving Academic Performance	26
CHAPTER THREE	
3. RESEARCH DESIGN AND METHODOLOGY	
3.1. Research Design	
3.2. Research Methodology	
3.2.1. Population of the study and sampling	
3.2.1.1. Selection of the Schools.....	29
3.2.1.2. Selection of Teachers	
3.2.1.3. Selection of students.....	29
3.2.1.4 Selection of Principals and supervisors	
3.2.2.	
3.3.2. Interviews	33
3.7. Ethical Consideration	36
4.2. Characteristics of Respondents	39
4.2.1. Characteristics of Teachers respondents	39
4.2.2. Characteristics of the School Principals and Supervisors.....	40
4.3. Leadership Effectiveness of Sampled School Principals	41
4.3.1. The Extent of Leadership Effectiveness.....	41
4.3.2. Principals' Characteristics and Leadership Effectiveness.....	Error! Bookmark not defined.
4.4. Students CGPA Levels and Differences.....	47
4.4.1. Students' GPAs Levels by Sample Schools.....	47
4.4.2. Students' GPA Differences among Sample Schools	48
4.4. Relationship between Leadership Effectiveness and Student CGPA.....	49
4.5.1. Correlation between Students' GPA and Leadership Effectiveness Dimensions	49
4.5.2. Simple Linear Regression Analysis	50
CHAPTER FIVE	
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	
	54

5.1. Summary.....	54
5.2. Conclusion.....	57
5.3. Recommendations.....	58
REFERENCES.....	60
Appendix A: Questionnaire for Teachers.....	70
Appendix B: Interview Questions for School Principals.....	73
Appendix C: Interview Questions for School Supervisors	75

LIST OF TABLES

Table 1	Number of Secondary School Students in their Achievement (2015-2017)	7
Table 2	Distribution of Population and Sample Size	30
Table 3	Characteristics of Teachers Respondents	36
Table 4	Characteristics of the School Principals and Supervisors	37
Table 5	Mean Score of Leadership Effectiveness of Principals by Sample Schools	39
Table 6	Inter Correlation Matrix for Leadership Effectiveness of Principals	43
Table 7	ANOVA for Leadership Effectiveness of Principals	45
Table 8	Post Hoc Test for Leadership Effectiveness of Principals (Multiple Comparison)	45
Table 9	Homogeneous Subsets for Principal Leadership Effectiveness	46
Table 10	Levels of Sample Student GPAs by Sample Schools from 2015-2017	46
Table 11	ANOVA for Sample Student GPAs of Sample Schools	47
Table 12	Post Hoc Test for Students' GPAs of Sample Schools (Multiple Comparisons)	47
Table 13	Inter Correlation Matrix for Leadership Effectiveness and Students' GPAs	48
Table 14	The Prediction or effects of independents variables towards dependent variable	54

LIST OF FIGURES

Figure 1	Conceptual framework	12
Figure 2	Histogram to dependent variable of residual	55
Figure 3	Normal p-p plot of residual	56

ABBREVIATION AND ACRONYMS

ALI - African Leadership Institute

ANOVA - Analysis of Variance

CGPA - Cumulative Grade Point Average

CPD - Continuous Professional Development

CSF - Critical Successes Factor

CTE - College of Teachers Education

EdAd - Education Administration

EdPM – Educational Planning and Management

EGSECE - Ethiopian General Secondary Education Certificate Examination

ESDP - Education Sector Development Program

GER - Gross Enrollment Rate

ICDR - Institute for Curriculum Development and Research

KETB - Keble Education and Training Board

MoE - Ministry of Education

NSZ - North Shoa Zone

OECD - Organization for Economic Cooperative Development

PTA - Parent Teachers Association

SD - Standard Deviation

SPSS - Statistical Packages for Social Science

UK - United Kingdom

ABSTRACT

The main purpose of this study was to investigate the relationship between principals' leadership effectiveness and students' academic achievement in Government Secondary Schools of North Shoa Zone, Oromia National Regional State. This study employed correlational research design including Quantitative method. In this study out of 351 target teachers, a total of 281 teachers were selected by using stratified random sampling technique proportionally. Out of 4017 students who sat for Grade 10 EGSECE in 2017, 388 students were selected from the sampled schools by using stratified systematic random sampling technique proportionally. Nine principals and 8 supervisors were also taken in available way. A standardized questionnaire with five-point Likert scales was used to measure the leadership effectiveness of principals, whereas CGPA of students on Grade 10 national examination was used to measure students' academic achievement. For this study, the data gathering tools such as questionnaires, interview, and document analysis were used to collect data from teachers, principals, and supervisors. Frequency, percentage, means score, standard deviation, ANOVA, Pearson Correlation and Regression were used to analyze the data. A reliability test was also performed to check the consistency and accuracy of the measurement scales by using a Cronbach alpha test through SPSS Version 20. The findings of the study indicated that the level of principal's leadership effectiveness was moderately effective. The finding of the level of student academic achievement was also moderately effective. Again, the findings of the study showed that there was high significance difference within leadership effectiveness and within a student academic achievement. The findings of the relationship between principal's leadership effectiveness and student academic achievement were positively correlated with low significant. The regression analysis also shows that, the lower the correlation indicates the lower the prediction on student academic achievement. Generally there was a direct relationship between school leadership and

students' academic achievement. Therefore, the researcher recommended that Regional Education Bureau, Woreda Education Office and School leadership might build the leadership capacities of the school leaders by providing necessary transformational leadership training and professional support to improve the results of student academic achievement.

Keywords: Leadership Effectiveness, Student Academic Achievement, Effects Model.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

There is great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student academic achievement (Bush, 2007). As to this author, in many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers to improve student academic achievement by providing achievable education. Leadership is a process by which one person influences the thoughts, attitude, and behaviors of others. This means that it is energizing people toward a goal (Sergiovanni, 2005). Based on this definition, School Leadership can be understood as a process of influence depends on clear values and beliefs and leading to a vision for the school on the students' academic achievement (Bush, 2007).

Leadership effectiveness is believed to be crucial for the overall success of any organization. Accordingly, Oakland (1993) stress 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. A major reason for the interest in the relationship between leadership effectiveness and student academic achievement is the desire of policy makers in much jurisdiction to reduce the constant disparity in educational achievement between various social and ethnic groups, and their belief that school leaders play a vital role in doing so (OECD, 2001). Consequently, various studies have been carried out in different countries and at different schools levels to investigate the correlations between educational leaders and student academic achievement (Gaziel, 2007; Louis KS, Dretzke B, Wahlstrom K 2010; Mphale, 2014; Tatlal IA, Iqbal MZ, Amin M, QuraishiU, 2014; Yusuf, 2016).

According to Stewart (2013: 52-54), the literature in the world such as the U.S.A, England, Singapore, Shanghai, and Ontario reveals that the role of the principals leadership effectiveness as consider in the past was no longer appropriate. So these countries have developed a new standard

to redefine the responsibilities of school leaders with a special emphasis on leadership to promote student achievement.

In Africa Bush and Oduro (2006: 359) recognize that, principals faces a frightening challenge because they are appointed without any school leadership training, but only on the basis of their teaching record and qualification. Moreover, the MoE recognized that, professional staff development of school leaders is insufficient. Currently, the MoE, through the Millennium Challenge Account has contracted the African Leadership Institute (ALI) to train master trainers (inspectors of education and principals) in all regions of Namibia. The aim of this training is to capacitate school leaders to be effective (MoE, 2013a: 1).

In Ethiopian context, school leadership faces a number of problems. First, about turnover, most principals move up career ladder and others move out into others sectors. As a result, on average, a principal stays on job most probably for two years. This may make it more difficult to find qualified principals. Second, opportunities for training are limited. Few principals have benefited from induction or training programs. Many principals would not have all the skills required for their evolving responsibilities when they are appointed according to Addis Ababa Education Bureau (Joshi & Verspoor, 2013: p.134). Even though the Ethiopian government had designed strategies to promote school leadership capacity, school leaders assigned at the leadership position were not contributing for student outcome what is expected as it has been set in the program (MoE, 2010).

It is only since the 1960s that scholars began to conceptualize and study school leadership as directed unambiguously towards improvement in the quality of teaching (Gross and Herriott, 1965). Consequently, this focus was expanded to include the effects of principal leadership on student learning (Bossert, S., Dwyer, D., Rowan, B., & Lee, G., 1982; Hallinger and Heck, 1996). In 1988, Pitner proposed several conceptual models. A decade later, Hallinger and Heck (1998) reviewed and classified the findings into three models based on Pitner's framework. These three models are the direct effect model, the mediated effect model and the reciprocal effect model. In this study, scholars test these models as a means of furthering our understanding of how transformational leadership contributes to student academic achievement learning. These models are 'growth models' rather than 'static models'.

Direct effects models propose that leadership effects could result directly from the actions of principals. It is conceptualized as the primary driver for changes in student learning. It is the way that the effects can be measured reliably without other related variables. The methods of analysis are mainly bivariate (statistics depending on two variant) (O'Day, 1983). The same scholar said in his studies result that it cannot produce sustainable evidence on student outcomes and have no significant relationship. Moreover, he termed this model it is a 'heroic leadership' model in that it seek to explain student learning outcomes exclusively in the principal's leadership effectiveness. As to Hallinger and Heck (1996) the analysis of this model was proposed that change in transformational leadership might be directly related to change in student achievement.

The second model is Mediated effect model which stresses that leaders achieve their effect on school outcomes indirectly. All school based contribution is mediated by the surrounding community and organizational factors such as teacher commitment, instructional practices, or school culture (Leithwood, 1994). It proposes that leaders obtained effects on students by impacting the structure, culture and people in the school organization (Bridges, 1977). These models of principal leadership effectiveness are achieved through shaping the school's capacity for academic achievement (Hallinger and Heck, 1996; Robinson, V. M., Lloyd, C. A., and Rowe, K. J., 2008). It assumes that changes in leadership takes place at the school level produce 'trickle down' effects (gradually benefits the poorest as a result of increasing wealth of the richest) on teacher classroom behavior and student learning (Mulford and Silins, 2009).

The third conceptual approach is the reciprocal effects model which is a process of mutual interaction and influence both between leaders and followers and between the leader and his organizational context e.g., school culture, community (Marsh and Craven, 2006). According to this model, the relationship between the school leadership and the characteristics of schools and their environment are interactive, the effects of the principals over students' academic achievements are attributed to the specific practices of the principals or the particular leadership style of the principals as per the particular demands of the school situations (Hallinger and Heck, 1996, 1998). A reciprocal effects framework implies that administrators adapt to the organization in which they work, changing their thinking and behavior over time. Although mediated effects model produced significant findings, a variety of research suggested that the reciprocal effects model provided a

more forceful explanation of the pattern of change in the relationships between leadership effectiveness and student academic achievement (Heck and Hallinger, 2009 in press-a).

Based on the three models, this study works towards the reciprocal model because it attributes students' academic achievement to either particular school leadership or to certain leadership practices (Marks and Printy, 2003). Different Scholars suggests that, no single approach to leadership will work to improve all schools. Effective leadership models and strategies are highly contextualized.

Recently, researchers have tested these models as a means of furthering the understanding of how leadership effectiveness contributes to student outcome (Robinson et al. 2008). In the reciprocal-effect type, there are still remains of studies that attribute the effects of principal's leadership on students' academic achievement to the particular leadership models that the principals adopt. In terms of leadership style, Instructional leadership has always been criticized by scholars because of its supposed emphasis on a rather autocratic style of leadership in schools. The concept of transformational leadership, on the other hand, is associated with explicitly promoting such phenomena as democratic leadership, leaders as coaches, and teacher participation in decision making and distributed leadership (Pounder, D. G., Ogawa, R. T., and Adams, E. A., 1995).

Meta-analysis of research investigating the relationship between instructional leadership and learning achievement, however, puts such results sharply into perspective (Witziers, B., Bosker, R. J., and Krüger, M. L., 2003). Yet these results did not apparently lead to a decline in the belief in the capacity of principals for improving the school organization, and thus the concept of transformational leadership arose in the 1990s to bring a cultural shift in the school (Leithwood, 1992). On the top line of argument, the need for professional and effective leadership at secondary schools for overall success of students academic achievements are the rational that initiated the researcher to undertake this study. Hallinger and Heck (1998) also argue that schools that make a difference in students' learning and academic success are those led by principals who make a significant and measurable contribution to the quality of what transpires in classrooms.

Therefore, the aim of this study was to investigate the relationship between leadership effectiveness and students academic achievement in Secondary Schools of North Shoa Zone (Selale), Oromia National Regional State.

1.2. Statement of the Problem

The central purpose of this study was to investigate the relationship between leadership effectiveness and students' academic achievement in secondary schools of North Shoa Zone Oromia National Regional State. Leadership effectiveness is an approach to improve the competitiveness, effectiveness and flexibility of the whole school through different managerial function by obtaining the followers' approval (Oakland, 1993). The ideas of effectiveness and quality in education are increasingly gaining ground worldwide (Reynolds, D., Sammons, P., De Fraine, B., Townsend, T., Van Damme, J., 2011). Nowadays quality in education is a key concept and is closely connected to the concept of effectiveness (Babalıs , T., Tsoli, K., Koutouvela, C., Stavrou, N., Alexopoulos, N., 2012). The government of Ethiopia has introduced the 1994 Education and Training Policy to change the task and role of the principal as an educational leader and gave the task of a principal in a school a central position in the process of developing qualified school leaders (MoE, 2008). But the issue of quality education is the major education related problems of our countries.

There are two interrelated problems. The first one concerns the lack of leadership effectiveness usually carried out at secondary schools and the second one relates to the poor academic achievement of Grade 10 learners in the North Shoa Zone (Selale).

Regarding lack of leadership effectiveness, Alemayehu (2011) in his 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. Alemu (2011) in his study of leadership effectiveness of high school principals showed that most school leadership principals of Ilu Ababora Zone of Oromia Region became ineffective in many activities such as problem solving process, high turnover of staff members, lack of proper performance appraisal of staff members.

As Dessalegn, Bekalu & Frew (2016) found that, the experience in which school principals developed for years is not significantly correlated with their corresponding leadership effectiveness; principals' level of education is negatively correlated with their leadership effectiveness and even there is no significant correlation between a school principal's leadership effectiveness and

students' academic achievement. Moreover, the relevance of school leadership effectiveness to students' academic achievement is highly controversial as there have been conflicting findings in the studies on how school leadership is correlated to students' academic achievement.

On one hand, some authors put their claim based on positive effects of school leadership research on a student academic achievement. For instance, Crowther, F., Hann, L., McMaster, J. and Ferguson, M. (2000) pointed out that when strong leadership is distributed throughout the school community, student outcomes are more likely improved. Moreover, the United States (Brookover, W.B., Beady, C., Flood, P., Schweitzer, J. and Wisenbaker, J., 1979; Edmonds, 1982) and the United Kingdom (Mortimore, 2000a; Rutter, M., Maughan, B., Mortimore, P. and Ouston, J., 1979) scholars put their studies result concluding that when effective leaders exercise directly or indirectly achieved powerful influence on the school's capacity, the levels of a students' achievement is improved. Still, strong research demonstrates that quality school leadership is one of the most significant factors in improving quality education (Verspoor, 2008). Finally, although teacher quality has the greatest influence on student achievement, leadership effectiveness is also the next effect of student result (Sergiovanni, 2001).

On the others hand, Hallinger & Heck (1996, 1998) and Scheerens and Bosker (1997) conclude their study's result based on negligible effects of school leadership on a student academic achievement, school leadership effectiveness is not all in all consistent to improve student academic achievement. As a result, these conflicting issue needs to be a further investigation regarding the problem in focus.

Therefore, this study aimed at investigating the relationship between leadership effectiveness and student academic achievement in Government Secondary Schools of North Shoa Zone, Oromia National Regional State.

1.3 Basic Research Questions

The study was attempted to answer the following basic research questions:

1. To what extent principal's leadership effectiveness of North Shoa Zone, Oromia National Regional State Secondary schools are successful?
2. To what extent student's academic achievement of North Shoa Zone, Oromia National Regional State Secondary schools are successful?
3. What is the relationship between school leadership effectiveness and student academic achievement at North Shoa Zone, Oromia National Regional State?
4. Is there any difference among the sample secondary schools in terms of the relationship between leadership effectiveness and student academic achievement at North Shoa Zone, Oromia National Regional State?

1.4. Objectives of the study

1.4.1. General Objective

The general objective of this study was to investigate the relationship between leadership effectiveness and student academic achievement in Government Secondary Schools of North Shoa Zone, Oromia National Regional State.

1.4.2. Specific Objectives

The specific objectives of this study were:

- To identify the level of principal's leadership effectiveness of government secondary school principals of North Shoa Zone, Oromia National Regional State.
- To identify the level of student academic achievement of government secondary school of North Shoa Zone, Oromia National Regional State.
- To find out the relationship between school leadership effectiveness and student academic achievement of North Shoa Zone, Oromia National Regional State.
- To identify the difference among the secondary schools in terms of the relationship between leadership effectiveness and student academic achievement at North Shoa Zone, Oromia National Regional State?

1.5 Significance of the Study

The purpose of this study was to investigate the relationship between principal leadership effectiveness and students' academic achievement in selected secondary schools of North Shoa Zone. Thus, the results of the study might have several significances. Firstly, it will fill knowledge gaps that were uncovered by the previous researchers. Secondly, it will provide information for Zone and Woreda educational officers so that they could improve leadership effectiveness in secondary schools in the realization of student academic achievement. Thirdly, it will serve those who would have the same concerned study as a start. Finally, it may provide feedback to secondary school principals of North Shoa Zone about their leadership effectiveness and helps them to improve their practice.

1.6. Delimitation of the Study

It is clear that conducting a study in all secondary schools of North Shoa Zone would be advantageous in order to have a complete picture of the principal leadership effectiveness and students' academic achievement. However, due to some constraints the study was delimited to:-

- Academic achievements of grade 10 Student National Examination result in seven subjects including Mathematics and English compulsory criteria from 2015-2017.
- Principals' leadership effectiveness of North Shoa Zone Secondary Schools as perceived by teacher.
- It was also delimited to government first cycle selected secondary schools grades.
- It was delimited to North Shoa Zone of Oromia Region in Selale geographical area.

1.7. Limitations of the study

There were some limitations that come across the researcher during data collection of the study. These problems were low level of support on the part of few teachers to fill the complete part of the questionnaires in accordance with the time. Others of few teachers could not interest the questions. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

1.8. Operational Definition of Terms

Direct Effect Model: Is a model that displays the leader's practices can have effects on school outcomes directly.

Mediated Effect Model: It demonstrates that leaders achieve their effects on school outcomes indirectly.

Reciprocal Effects Model: The model interacts between the principals and the schools with their environment.

Leadership Effectiveness: is an approach to improve the competitiveness, effectiveness and flexibility of the whole school through different managerial function by obtaining the followers' approval.

Student Academic Achievement: An assessment of student academic performance in a given discipline or skill area which was obtained from Grade 10 CGPA.

Transformational Leadership: An approach whereby the leader inspires others with a vision that energizes them and encourages them to work collaboratively toward a common goal.

High Achiever: Principals whose Grade 10 Secondary schools students have promoted 80% and above in the given academic year and the students who have got M=2.71, F=2.43 in 2015, M=2.86, F=2.57 in 2016 and M=2.71, F=2.57 in 2017 CGPA's as Ethiopian MoE yearly pass mark criteria.

Middle Achiever: Principals whose Grade 10 Secondary schools students have promoted 50-79% and the students who have got between >2.0 and $<$ high achiever students CGPA's in 2015-2017 academic year as MoE yearly pass mark criteria.

Low Achiever: Principals whose Grade 10 Secondary schools students have got below 50% result in the given academic year and the students who have got below 2.0 CGPA's in 2015-2017 as MoE pass mark criteria.

1.9. Organization of the Study

This study was organized in a way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objectives, significance, delimitation, limitation, operational terms, organization of the study and study variables. Chapter two contains a review of related

literature that is relevant to the problem under the study. Chapter three deals with research design and methods, Chapter four deals with presentation, interpretation and data analysis including findings and Chapter five consists of the summary, conclusion and recommendations.

Frame work

Conceptual Frame work adapted From Hallinger and Heck (1998) about Leadership Effectiveness and Student Academic Achievement

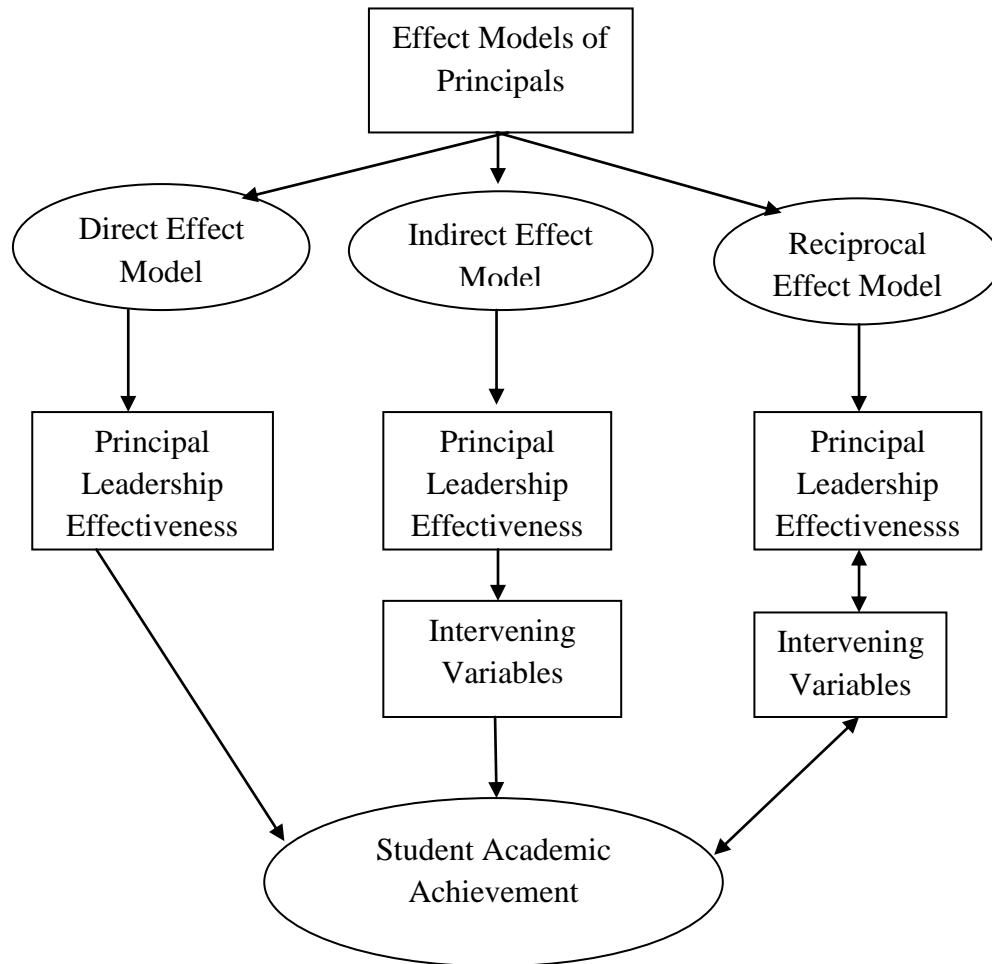


Figure1. Conceptual Framework

From the above three models of conceptual framework, this study work towards the reciprocal effects model, because it is a process of mutual interaction between principal leadership effectiveness and students' academic achievement, between leaders and followers and between the leader and his organizational context etc. The model is interactive way (Marsh and Craven, 2006).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study was to investigate the relationship between the leadership effectiveness and student academic achievement in NSZ Oromia, National Regional State. The role of the principal has changed throughout the years as the focus has shifted from managing schools to being held accountable for student performance. In order for school leaders to effectively lead their schools, they must begin to place their attention on school improvement. Although a research indicates that school improvement significantly impacts student learning, it is typically an area that is disregarded by school leaders. In addition, little is known about how the leadership effectiveness correlates to student academic achievement. In order for principals to meet the demands that have been placed upon them with educational reform and student accountability, the need to investigate this matter further was crucial.

This review of related literature was organized into three major sections. The first section explores the concept of leadership, its different components and elements of effective leadership. The second section is the concepts of principals' leadership and the third section is about student academic achievement.

2.1. The Concept of Leadership

Although leadership is an age old concept, it remains a complex term that researchers and scholars deal with continuously. One of the main reasons is the extensive number of definitions for this term (Trottier, T., Van Wart, M., and Wang, X. (2008). Leadership has diversified definitions and different authors also define leadership in different ways. According to Beare, H., Caldwell, B. J., & Milliken, R. H., 1989), leadership is viewed as a process that includes the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives. Moreover, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a

connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Bennis (1989, p. 123) wrote Leadership is like beauty hard to define, but you know it when you see it. To this end, leadership is an influencing process in supporting others to work devotedly at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, B., Nusche, D. and Moorman, H., 2008).

2.1.1. Leadership in Education

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Nowadays, the success of a school in accomplishing its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders.

Temesgen (2011) pointed out that Principals have key functions in effective schools in establishing goal consensus among staff and developing an Institutional identity. Therefore, it is a fact that a school principal leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by creating a vision, setting high expectations, building the capacity of leadership and demonstrating ethical and moral leadership.

2.1.2. Educational Leadership Models

Leadership can be understood as a process of imposing 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, stakeholders to the ideal of a better future for the school and its learners and stakeholders (Bush, 2007). The author also suggested that much leadership theory and practice provide a limited view and dwelling excessively on some aspects of leadership to the virtual

exclusion of others. Moreover, he suggests that the western and African models collectively suggest that concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood, but relatively weak empirical support for these constructs and also artificial distinctions or ideal types in those most successful leaders are likely to embody most or all of these approaches in their work. There are different models of leadership:

2.1.2.1. Managerial Leadership

According to Bush (2007), in the managerial leadership model, the authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership focuses on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as it prioritizes the efficient implementation of external imperatives and notably those prescribed by higher levels within the bureaucratic hierarchy.

2.1.2.2. Transformational Leadership

The word “Transformation” implies a fundamental change or a metamorphosis that involves some radical innovation, not just incremental innovation (Hargreaves, 2003). Thus, it is fair to anticipate that elements of transformational leadership would be present in circumstances of growth, development, or change. The importance of transformational leadership is articulated shared leadership and decision making play in supporting student learning and organizational capacity.

While leaders and leadership training programs have had a long standing affiliation for instructional leadership since the 1970’s (Hallinger, 2005b), one paradigm that has recently evolved in response to intensifying global trends and pressures is transformational leadership. Essentially, transformational leadership is rooted in a very ‘Westernized’ neo-liberal economic and socio-political ethos and it has evolved in conjunction with a growing interest in the relationship between leadership, the culture of an organization, and the notions of change and improvement as being continual and essential processes (Huber, 2004).

Although transformational leadership does share some things in common with earlier forms of traditional instructional leadership, Huber (2004) has suggested that the transformational leader is more concerned with the people that are carrying out tasks, on forging relationships and making deliberate efforts to win cooperation and commitment and on actively influencing the culture of the school so that it stimulates more collaboration, coherence, and more independent teaching and learning. Moreover, this style of leadership is somewhat synergistic as it “concentrates on the results, the success of the teaching and learning processes, and on the relation between these outcomes and the specific processes which led to them” (Huber, 2004, p.673). Other proponents of transformational leadership such as Mulford (2008, p.41) have suggested that it is a more powerful way of thinking about school leadership than competing approaches (i.e. instructional leadership) because it leads to an investigation of all workplace conditions that contribute to all school outcomes, not just pedagogic strategies. In addition, it is a visionary form of leading that seeks to generate both first order effects (i.e. valued teacher and student outcomes) as well as generating important second order effects that increase the capacity of others in a school to produce first-order effects on learning (Mulford, 2008). Lastly, Leithwood and Jantzi (2005) have found that transformational leadership can lead to changed classroom practices, collective teacher efficacy, enhanced organizational learning, and an overall improved quality of teaching and learning.

The model of transformational leadership has six dimensions: 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, 1994; Leithwood, Jantzi, and Steinbach, 1999). Each dimension is associated with more specific leadership practices and the problem solving processes used by transformational leaders also have been described (Leithwood and Steinbach, 1995). These are the following:

- A. Building school vision and goals. It involved in the various conceptualizations of developing a shared vision and building goal consensus are the identification, development, and articulation of a shared vision that is appealing and inspiring to staff; achieving goal consensus among staff; motivating staff with challenging but achievable goals; communicating optimism about future goals; and giving staff an overall sense of purpose for their work and monitoring and referring to school goals when staff are making decisions.

- B.** Providing intellectual stimulation. Involved in the various conceptualizations of this practice are leaders challenging staff's assumptions; stimulating and encouraging their creativity; and providing information to staff to help them evaluate their practices, refine them, and carry out their tasks more effectively.
- C.** Offering individualized support. This practice involves leaders listening and attending to individual opinions and needs, acting as mentors or coaches to staff members, treating them as individuals with unique needs and capacities, and supporting their professional development.
- D.** Demonstrating high performance expectations. This practice includes leaders demonstrating through their behaviors that they expect a high level of professionalism from staff, hold high expectations for students, and expect staff to be effective innovators.
- E.** Developing school structures to foster participation in decision making. It focuses on distributing the responsibility and power for leadership widely throughout the school; Sharing decision-making power with staff, taking staff opinion into account when making decisions; Providing autonomy for teachers (groups, individuals) in their decisions, altering working conditions that helps staff have collaborative planning time and creating opportunities for staff development.
- F.** Symbolizing professional practice and values. This dimension gives attention to best practices and important organizational values, general commitment to the school organization, working alongside teachers to plan special events, displaying energy and enthusiasm for own work, commitment to professional growth, demonstrating the value of examining problems from multiple perspectives, modeling problem solving techniques that others can adapt for their own work. Furthermore, this dimension promotes reinforcing key values such as respect for others, trust in the judgment of one's colleagues, integrity and the instrumental value of punctuality.

2.1.2.3. Participative Leadership

Bush (2007) pointed out the importance of a participative approach as leadership will succeed in bonding staff together and in easing the pressures on school leaders. The burdens of leadership will be less if leadership functions and roles are shared. Participative leadership suggests that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant

and committed to the decision making process. Literature on strategic management suggests that organizational viability or performance depends on effective leadership (Bass, 2003).

2.1.2.4. Transactional Leadership

Unlike the multifaceted transformational leadership, transactional leadership is described as the one dimensional exchange between leader and follower that serves to preserve the status quo. A transactional leader's role is in organizational maintenance, ensuring that the various units in the organization or department function in an integrated and coordinated manner. This style is less likely to be found in the context of effective school improvement (Leithwood, K., Jantzi, D. and Steinbech, R., 1999). Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common denominator.

2.1.2.5. Instructional Leadership

Instructional leadership theory has its empirical origins in studies undertaken during the late 1970's and early 1980's of schools in poor urban communities where students succeeded despite the odds (Edmonds, 1979). Moreover Bossert et al. (1982) pointed out that, these schools typically had strong instructional leadership, including a learning climate free of disruption, a system of clear teaching objectives, and high teacher expectations for students. Instructional leadership is a sub type of school leadership that have the role of school leaders in developing instructional programs and curricula and actually engaging in instruction within the schools (Murphy, 1988). Instructional leadership is one of the three modes of school leadership that are said to improve school leadership capabilities. The clearest definition of instructional leadership that has emerged to date is defining the school's mission, managing the promotional program, and promoting a positive school learning climate (Hallinger, 2003, p. 332). This leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). The most recent review of the impact of instructional leadership on student outcomes conclude as follows: The size of the effects that principals indirectly contribute toward student learning, though statistically significant

is also quite small (Hallinger, 2005, p. 229). This conclusion was reached as part of a literature review and discussion of research on instructional leadership rather than as a result of the calculation of the effect size statistic for each relevant study.

2.1.2.6. Contingent Leadership

Fiedler (1967) used the Contingency Model of Leadership Effectiveness to examine leaders' performance. It is also known as the Leader Match theory which is concerned with both leadership styles of task motivated and relationship motivated like the previous research. However, he added three types of situational variables: a) Leader member relations, which is either good or poor; b) task structure, which is either high or low; and c) the leader's position power, which is either strong or weak in order to determine what leadership style the leader should exhibit in that particular situation (Northouse, 2007). As a situational leadership theorist, Fiedler (2007) in the same year stated that the leader must allow for this three ways relationship between the leader, the subordinate, and the incident that occurs in a specific situation.

2.1.3. Leadership Effectiveness

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations they differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. 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. Additionally, Macbeath (2005) identified six core characteristics of effective leaders. These are: having a clear personal vision of what you want to achieve; working along with colleagues; respecting teachers' autonomy, protecting them from extraneous demands; anticipating change and preparing people for it; making to grasp the realities of the political and economic context and they are able to negotiate and compromise; informed by and communicate clear sets of personal and educational values which represent their moral purposes of the school.

2.1.4. The Concept of Effectiveness

Drucker (2011) pointed out that the effectiveness perspective is concerned with whether the things continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Hammond, D.L., Meyerson, D., Lapointe, M. and Orr, T. M., 2010).

2.1.5. Elements of Effective Leadership

Effective 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 include: empowerment, schools leaders as change agents, creating an orderly conducive environment, being a visionary leader and human resource development.

2.1.6. Models of Effective Leadership in School Effectiveness

Pitner (1988) identified a range of approaches that could be used to study administrator effects through non experimental research methods: direct effects, antecedent effects, mediated effects, reciprocal effects, and moderated effects models (105-108). These models offer a comprehensive set of different perspectives for viewing the effects of the school context on administrative behavior and the influence of administrative behavior on the school and its outcomes. A decade later, Hallinger and Heck elaborated on these models in a review of empirical research on principal leadership and student learning (Hallinger and Heck 1996, 1998). Based on pitner's framework there are three types of models of leadership effectiveness. These are: Direct effect model, Mediated effect model and Reciprocal effect model.

2.1.6.1. Direct effects Models

Direct effects models proposed that leadership effects could result directly from the actions of principals, and moreover, that these effects could be identified by analyzing the relationship between comparing measures of leadership and measures of student learning in samples of principals and students. This approach cannot be used and measured reliably with other related variables. At the same time, recognition of the fact that other variables may have a prior effect on school outcomes led several researchers to include variables such as socioeconomic status and/or previous test scores. These models are quite common among the studies listed. Prior to around 1987, they represented the norm among principal effects studies (Hallinger and Leithwood, 1994). In such studies, the process by which administrators achieve an impact on school effectiveness is hidden in a so called black box. A relationship is empirically tested, but the findings reveal little about how leadership operates. The methods of analysis used to investigate direct effects models are mainly bivariate (O'Day, 1983). The direct-effect model has limited utility for investigating the effects of principal leadership.

2.1.6.2. Mediated-Effect Model

A mediated effects models proposed that leaders obtained effects on students by impacting the structure, culture and people in the school organization (Bridges 1977). Bossert, (1982) model principal leadership influences learning through the principal's efforts to shape the school learning climate and instructional organization. This conceptualization is consistent with the proposition that leaders achieve their results primarily through other people indirectly. Mediated-effects studies, therefore, offer concrete indications of possible means through which leadership may achieve an impact on the school's outcomes and effectiveness. Researchers initially relied upon multiple regression analysis in which the strength of indirect effects is implied through the use of interaction effects. More recently, they have begun to use more powerful variations of path analysis in which the strength of direct and indirect effects can be calculated simultaneously (Leithwood, 1994). These analytic methods are necessary to cope with the more complex relationships framed in mediated effects models. It is interesting to note that greater consistency in findings of principal effects only emerged after these methods began to be used by researchers.

2.1.6.3. Reciprocal Effect Model

Reciprocal effects models propose that leadership is a process of mutual interaction and influence both between leaders and followers and between the leader and his/her organizational context (e.g., leadership, school improvement capacity, student learning). Moreover, it implies that the variables mutually influence each other overtime (Marsh and Craven 2006). Reciprocal influence and related concepts of responsive adaptation, mutual influence, and leader follower interaction are implied in various leadership theories (Bass and Avolio 1994; Bridges 1977; Fiedler 1967). However, progress in testing conceptual models that imply reciprocal causation has been hindered by practical challenges. In one sense, reciprocal effects models incorporate indirect interactions. However, they differ from standard indirect effects models by seeking to measure the dynamic relationship of the leader within his/her school environment (Sivasubramaniam, N., Murry, L., Avolio, B., and Jung, D., 2002); (Tate, 2008).

A reciprocal effects framework implies that administrators adapt to the organization in which they work, changing their thinking and behavior over time. Principals enact leadership in the school through a stream of interactions over a period of time. In doing so, they address salient features of the school such as the current and changing states of student outcomes or staff morale or commitment. Alternatively, they may initiate changes in the school's curriculum program or instructional practices. These actions may cause changes in the conditions of the school. This subsequently produces feedback that causes reciprocal effects in the originating variable, leadership. This is an example of a reciprocal process. Within the reciprocal effect category, there are still fragments of studies that attribute the effects of principal's leadership on students' academic achievement to the particular leadership style that the principals adopt. Marks and Printy (2003), for example, pointed out that significant achievement of students are evident when transformational and shared instructional leaderships coexist in an integrated form of leadership. Bolam, R., McMahon, A., Pocklington, K. and Weindling, D. (1993) also have identified that participative leadership mediated through teacher activity contributed effectively to student outcomes.

2.2. The concept of School Leadership

A central element of most definitions of leadership is that it involves a process of influence (OECD, 2001a). As Yukl has phrased it, most definitions of leadership reflect

the assumption that it involves a social influence process whereby intentional influence is exerted by one person over other people to structure the activities and relationships in a group or organization (Yukl, 2002). The term ‘intentional’ is important, as leadership is based on articulated goals or outcomes to which the process of influence is expected to lead. Depending on country contexts, the term ‘school leadership’ is often used interchangeably with “‘school management’” and “‘school administration’”. Although the three concepts overlap, we use them with a difference in emphasis. An often quoted phrase is managers do things right, while leaders do the right thing (Bennis and Nanus, 1997). Scholars provides a distinction between school leadership, management and administration while also recognizing that the responsibilities of school leaders often encompass all three: Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership, routine maintenance of present operations (management) and lower order duties (administration). The three elements are so closely intertwined that it is unlikely for one of them to succeed without the others. The concept of ‘principal ship’ is rooted in the industrial model of schooling, where one individual bears the prime responsibility for the entire organization. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school-level staff involved in leadership tasks.

2.2.1. School Leadership Effectiveness

Joshi and Verspoor (2013) pointed out that school improvement is critically dependent on management skills of stakeholders. The starting point here must be a sustained effort to enhance school leader effectiveness. The literature is clear that the quality of school leadership is the most important factor influencing school performance. Skills of effective school leaders include instructional leadership, financial and human resources management, effective working relationships with the staff of line educational agencies, winning the confidence of parents and School Management Committees. The pay off in terms of improved student learning performance is likely to be substantial. Reaching this goal as Joshi and Verspoor (2013) will require:

- Competency-based selection criteria for school leaders well-designed pre appointment training programs.
- Decentralized planning for the constant expert support and supervision of School leader.
- Effective professional networks for peer support and learning.

2.2.2. School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. As Ahmed (2006) presented in his research, the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. The same authors stated that Ethiopia for a long time had found schools for children of their supporter. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. Not only the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals, but also in all government schools which were opened before and after Italian occupation, emigrant from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999).

According to MoE (2002), prior to 1962, emigrant principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace emigrants and the Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960, it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first few decades of 1960s,

graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree, preferably in educational administration (Ed Ad) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship.

2.2.3. Pros and Cons of Effective School Leadership

2.2.3.1. Pros of Effective School Leadership

Effective leadership is accepted by many as a central component in implementing and sustaining school improvement. Evidence from school improvement literature, starting with influential studies in the United States (Brookover et al. 1979; Edmonds, 1982) and the United Kingdom (Rutter et al. 1979), highlight that effective leaders exercise a direct or indirect but powerful influence on the school's capacity to implement reforms and improve students' levels of achievement. Bolman stresses the fact that participative leadership, mediated through teacher activity, contributed effectively to student outcomes (Bolam et al. 1993). Although it is teacher performance that directly affects student performance, quality of leadership matters in determining the motivation of teachers and the quality of their teaching is also affected (Evans, 1999; Sergiovanni, 2001).

2.2.3.2. Cons of Effective School Leadership

The advancements presented in the previous paragraphs go in the direction of defining school leadership as a complex phenomenon that influences student learning by means of intermediate variables. Such broad conceptualization, however, entails major challenges when trying to draw substantial conclusions on the role of school leadership on student achievement. Indeed, Hallinger and Heck (1996, 1998) point out that the effects of leadership on student achievement are indirect if not difficult to measure because, despite the traditional rhetoric concerning head teacher effects, the actual results of empirical studies in the U.S. and U.K. are not altogether consistent in size or direction. Hence, even as a group the studies do not resolve the most important and practical issues entailed in understanding the principal's role in contributing to school effectiveness. These concern the means by which principals achieve an impact on school

outcomes as well as the interplay with contextual forces that influence the exercise of school leadership (Hallinger and Heck, 1998: 186) In general, the critiques to the studies on school leadership effects on student learning relate to two main orders of causes. In theoretical and conceptual terms, we are yet far from a unique definition of leadership; which makes the concept difficult to measure. Moreover, the different studies are difficult to compare due to the existing contextual differences and to the lack of a complete understanding of what are the intermediate variables between leadership and student achievement.

2.3. Students' Academic Achievement

The term 'academic achievement' has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Owoyemi, 2000). Simkins (1981) commented on the scholastic standing of students and argued that 'academic achievement' is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system. Thus, in determining 'academic achievement', Daniels and Schouten (1970) emphasized the use of grades in examinations and reported that grades could serve as prediction measures and as criterion measures.

Academic achievement is often synonymous with academic emphasis, and academic rigor. It is also an organizational trait that is embedded in the perceptions of the individuals of the organization (Goddard, R. D., Hoy, W. K., and Hoy, A. W., 2000). The same authors said academic achievement is the beliefs of the group exceed the beliefs of the individuals and exhibit special characteristics. Moreover, Goddard pointed out that, when there is a strong sense of academic achievement, the teachers expect high achievement from student. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2006).

2.3.1. Leadership and Student Academic Achievement

A principal's leadership is critical to the achievement of students (Murphy, 1998). Huff, Lake, and Schaalman (1982) investigated the relationship between a principal's leadership traits and student

achievement. Their findings support the hypothesis that principals in high performing schools have different attributes than their counterparts in low-performing schools. For example, they found that in high performing schools, principals have stronger affective traits and cognitive analytical skills. They also found high performing principals to be more focused and involved with change. Beare et al. (1989) found that outstanding leadership has habitually emerged as a key characteristic of outstanding schools. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes (Davis, 1998, p. 59). A study by Andrew and Soder (1987) reported the behaviors of instructional leaders impacted the performance of student achievement, especially low achieving students. Their findings showed that, as perceived by teachers, achievement scores in reading and mathematics showed significant gains in schools with strong instructional leaders compared to schools with weak instructional leaders. Moreover, the findings of researches in the field of school effectiveness revealed the relationship between organization, leadership, culture, and student performance. For example, Edmonds (1979) claimed that strong leadership is one factor of school effectiveness, and this result was supported by Teddlie and Stringfield (2006). There is attention concerning the links between leadership and student performance and outcomes (Robinson, Lloyd, and Rowe, 2008).

2.3.2. School Leadership Influence on Student Achievement

There is a body of literature on the relationship between leadership influence and student achievement. Griffith's findings support the idea that a principal's ability to be a transformational leader, that is to be inspirational, individualize their support, and provide intellectual stimulation for teachers (Burns, 1978; Leithwood and Jantzi, 2005) had a positive impact on teachers' work environment, which, in turn, reduce teacher attrition and increased student achievement. Being a transformational leader aligns with Leithwood and colleagues' refined leadership framework in which leaders provide direction and exercise influence via expectations and accountability, efficacy and support, and stakeholder engagement and influence (Louis et al., 2010). Dinham (2005) published a study that explored elements of principal leadership associated with outstanding educational outcomes. He identified fifty schools to study that demonstrated outstanding outcomes from Sydney, Australia. Results from observations and interviews across the schools found leadership, both positional, such as principals and other school executives, and teachers who had

taken on informal leadership roles were a major factor in the outstanding outcomes achievement by students, teachers and schools. Based on the framework of leadership presented, research has provided evidence of the effects proactive, engaging and collaborative leadership can have on teachers. Specifically, school leaders who are proactive, engaging, and collaborative have teachers who are more committed to the organization and its student as well as satisfied with their jobs. Furthermore, research indicates that teachers' overall job satisfaction impacts teacher attrition, which causes disruptions in students' learning and impacts student achievement. Effective leadership showed a strong, positive and significant relationship to teacher job satisfaction, which in turn showed a moderate, positive, and significant relationship to school achievement progress.

2.3.3. Poor Academic Performance

According to Aremu and Soka (2003), Poor academic performance is a performance that is decided by the examinee and some other significant that shows as falling below an expected standard. Also, Asikhia (2010) described poor academic performance as any performance that falls below a desired standard. Similarly, Okoye (1982) defines poor academic performance of the individual or candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as a test, an examination or series of continuous assessments. A candidate who scores below the standard is regarded as showing poor academic performance in school. Some people blame students and others blame the government while, others blame the teachers on this matter. Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effect are equally grave on the society in terms of shortage of manpower in all spheres of the economy and politics. In Ethiopia, National Grade 10 Examination Results are expressed in terms of pass and fail; those who scored 50 percent or above were declared passes (MoE 2010). Education of secondary school level is supposed to be the base and the foundation towards higher knowledge in tertiary institutions. It is an investment and an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country.

2.3.4. Improving Academic Performance

Improving academic performance relies on effective data informed instruction, a climate of high expectations, and a learning environment that is collaborative and reflective. The foundation for

effective instruction is to ensure a viable curriculum (the what) that is aligned with state standards and effective instruction (the how). In a Meta-analysis based on thousands of studies, Hattie suggest excellence in education school leaders and teachers need to create school, staffroom, and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and understandings is welcomed, and where participants can feel safe to learn, relearn, and explore knowledge and understanding (Hattie, 2009, p. 241). What Hattie is stressing in this suggestion is that when teachers engage with each other in conversation, reflection, and evaluation of their practices and student progress, student academic performance improves. As emphasized in the planning guide for the CSF Teacher Quality, it is teacher quality that has the greatest impact on student learning.

Summary of the Chapter

Over all, this chapter was a presentation of the review of the literature relating to the principals leadership effectiveness and students' academic achievement. In this review, the researcher draw three major point of related literature. These are the concepts of leadership, the concepts of school leadership and students' academic achievement. Under the concepts of leadership there are different educational leadership models such as Managerial Leadership, Transformational Leadership, Participated Leadership, Transactional Leadership, Instructional Leadership, and Contingent Leadership. In addition to this there are different models of effective leadership in school effectiveness. These are direct effect models, Mediated effect models and Reciprocal effect models. The direct effect model shows the leadership effect over student learning achievement directly. The mediated effects model shows the principals' effect over students learning achievement indirectly and also the reciprocal effect model shows the leadership effect over students learning achievement by interactive way. The concept of school leadership item was explains about school leadership development in Ethiopia and pros and cons of effective school leadership. So for this study the transformational leadership model was very useful with reciprocal effect models to identify the relationship between leadership effectiveness and student academic achievement successfully.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS

The study was designed to examine whether there is a significant relationship between leadership effectiveness of principals and students' academic achievement in selected government secondary schools of North Shoa Zone during 2015-2017 E.C. Under this chapter, the research design, population of the study and sampling technique, data gathering instrument, data analysis procedures, source of information, reliability, and validity of the instruments and ethical considerations are discussed.

3.1. Research Design

Creswell (2009, p.5) asserts that research design is a plan that involves the intersection of the philosophical world views, approaches of inquiry and specific methods to be employed to direct the research under investigation. Correlation research design was employed for conducting this study, because such study type describes measures of association and prediction between two variables (Creswell, 2012). Moreover, a quantitative research approach was selected to collect numerical data through using a close ended questionnaire. The numerical data was analyzed primarily by using descriptive (percentage, mean score, and standard deviation) and inferential statistics (ANOVA, Pearson Correlation and Regression). A standardized questionnaire which is categorized under six dimensions were used to measure school principal leadership effectiveness within the perspective of transformational leadership model as perceived by randomly selected school teachers. In addition to this the purpose of employing semi-structured interview which was obtained from supervisors and principals were to validate the quantitative data that would be obtained by close ended questionnaire. The three years (2015-2017) grade 10 students results were also employed to describe the student's academic achievement based on CGPA result.

3.2. Research Methods

3.2.1. Population of the Study and Sampling Techniques

The target populations that the researcher used for this study's were Principals, Supervisors, Teachers, and Students of the 9 sample Secondary Schools in North Shoa Zone.

3.2.1. 1. Selection of the Schools

There are 43 Secondary Schools in North Shoa (Selale) Zone. Four of them were not included in the sample because these schools are established very recently and they may lack experienced teachers. The researcher categorized 39 schools into three group i.e. High achiever, Medium achiever and Low achiever based on the 2015-2017 academic years grade 10 EGSECE results. High achiever schools were the schools from which 80 % and above students have passed the national exam. Middle achievers schools were the schools from which 50-79 % and above students have passed the national exam. Low achievers schools were the schools from which below 50 % students have passed the national exam based on Standardized pass mark (MoE 2010). Then, 9 (23%) of secondary schools from 39 schools were taken by stratified random sampling technique to fairly allocated the chance of being selected from each group. The sampled schools were Ejersakawo, Jida, Sedengidabo, DebreTsige, Muketuri, Gebreguracha, Abdisaaga, Diredaleti and Degem.

3.2.1.2. Selection of Teachers

To obtain the necessary data and information with regard to school leadership effectiveness and student academic achievement in secondary schools, there were a total of 351 teachers in those 9 schools in 2010 E.C. Out of these, 281 teachers, which is 80 %, were taken by stratified random sampling system proportionally. Most of the teachers who were included in the study have served for three years and above.

3.2.1.3. Selection of students

There were a total of 4017 grade 10 students in 2009 E.C. (whose names were on the national exam list in the sample schools). According to Israel (1992) equation 1: Where N = total population size, n = sample size, and e = level of precision, usually 0.05.

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

By using this Formula, the following sample size was obtained. $4017 \div (1 + 4017 \times 0.052) = 364$. Then, $n = 364 + 0.59\% (24) = 388$ students. This final sample size was proportionally allocated for each school and systematic random sampling was used to selected students. The sample size of the students was calculated to maintain the representativeness of student population. The students were over sampled to minimize under representativeness. Then the researcher categorized these students into High achiever, Medium achiever and Low achiever based on the 2015-2017 academic years of grade 10 CGPA's results. High achiever students were the students who have got M=2.71, F=2.43 in 2015, M=2.86, F=2.57 in 2016 and M=2.71, F=2.57 in 2017 CGPA's as Ethiopian MoE yearly pass mark criteria, Medium achiever were the students who have got greater than 2.0 and less than for M=2.71, F=2.43 in 2015, M=2.86, F=2.57 in 2016 and M=2.71, F=2.57 in 2017 CGPA's and Low achiever students were the students who have got below 2.0 CGPA's as 2010 MoE standardized result rule. Selecting samples only from grade 10 students was made for the reason that nationally standardized test results of the students were beneficial for minimizing the issues of measurement error. Similarly, the researcher took the two years (2015-2016) CGPA data of students' result based on each year MoE preparatory school criteria according to the above sampling formula and calculated the three years mean data.

3.2.1.4. Selection of Principals and Supervisors

The schools, whose principals have been newly appointed or transferred from another school were excluded from being sampled. That is, only schools whose principals have served for at least three years and above in the same school during 2013- 2017 were taken. So, the nine schools' principals were taken without sampling system. Similarly, Supervisors of secondary schools with less than 3 years of service in those schools were excluded from the sample, since effectiveness of principals is partly rated by them. For the time being there was no supervisor assigned at Gebre Guracha woreda, as a result one supervisor was excluded and 8 of them were taken without sampling method. Totally, all principals and 8 supervisors participated in the research and their total number is very manageable to secure the data.

Table 2: Summary of Population and Sample Size

No	Schools Name	Teachers (2010)			Students (2009)			Principals (2010)	Sup.rs(2010)
		N	n	%	N	n	%	N	N
1	EjersaKawo	30	24	80 %	393	38	10 %	1	1
2	SedenGidab	16	13	81 %	321	31	10 %	1	1
3	Jida	41	33	80 %	549	53	10 %	1	1
4	G/Guracha	41	33	80 %	466	45	10 %	1	-
5	DebreTsige	38	30	79 %	414	40	10 %	1	1
6	MukeTuri	40	32	80 %	445	43	10 %	1	1
7	Dire Daleti	36	29	81 %	362	35	10 %	1	1
8	Abdisa Aga	68	54	79 %	664	64	10 %	1	1
9	Degem	41	33	80 %	404	39	10 %	1	1
Sampling	Total	351	281	80 %	4017	388	10 %	9	8
	Stratified random sampling	By stratified random proportional			By stratified systematic random proportional			Available	Available

3.2.2. Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about the relationship between leadership effectiveness and students' academic achievement under the study area.

3.2.2.1. Primary Sources of Data

These were the key informants for information such as principals, supervisors, and teachers who have directed and indirect involvement in leadership tasks. All of them were taken as data sources to assess their practice towards school leadership effectiveness and students' academic achievement.

3.2.2.2. Secondary Source of Data

These data were gathered from document analysis or records concerning issues of Grade 10 EGSECE result in relation to students' academic achievement by using Total Score Roster (GPA) and school Mission and Vision document.

3.2.3. Data Gathering Instruments

According to ICDR (2004) data collection is the first and important step in research process. As to this document, the term data refers to the kinds of information we obtain on the subjects of our study using data collection instruments. The process of collecting data involves designing of data collection instruments and the condition under which the instruments were administered. Different instruments were used to obtain the necessary data and information through the objectives and basic questions of the study. For this study, questionnaires, interview, and document analysis tools were used to collect the necessary data from the teachers, principals, and supervisors.

3.2.3.1. Questionnaire

Is the most appropriate method of data gathering instrument because it is a good way of collecting certain types of information quickly and relatively economical from large number of respondents (Dawson, 2007). Based on this view, closed ended questionnaire was used to collect data from teachers about the effectiveness of the school principal. The first part of the questionnaire required teachers to fill about their own background information. This part of the questionnaire was developed by the researcher. The second part of the questionnaire requests teachers to rate their school principals' leadership effectiveness. The questionnaire asked teachers about the principal's leadership effectiveness around the six main categories of variables: Symbolizing professional practices and values, participation in school decisions, offering individualized support, providing intellectual stimulation, demonstrating high performance expectations, and building school vision and goals.

The ratings of principal effectiveness with 32 items (taken from Leithwood and Jantzi, 1999) under the six main categories were made to fit into 5-Point Likert-type scales of 1=Ineffective, 2=minimally effective, 3=satisfactorily effective, 4=highly effective and 5=Outstandingly Effective, (taken from Goldring, E., Cravens, X. C., Murphy, J., Elliott, S. N., Carson, B., and Porter, A. C. (2009), which was an interval scale. Evidence from previous uses of the questionnaire instrument demonstrated high internal reliabilities for all scales (Leithwood and Jantzi, 1999). The

questionnaires were prepared in English for all respondents. The questionnaires were administered by the researcher in face to face manner.

3.2.3.2. Interviews

According to McMillan and Schumacher (2001: 262), an interview is a conversation between a researcher and a respondent. It is a conversation in which the researcher wants to get particular information from the respondent and thus has designed questions to be answered. Employing interview has a great potential to release more in-depth information, since they are principals who can use the language. It gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiy Z, Alemayehu W, Daniel T, Melese G and Yilm S., 2009). With this in mind, semi structured interview was conducted at to all principals and supervisors because they are small and they can have detailed information about practices of school leadership in the realization of student academic achievement.

The researcher modified those questionnaire items into interview items so that it would be possible to elicit in depth evidence about effectiveness of principals both from principals and their supervisors. These question items about the effectiveness of the principal's leadership were organized under the six main categories of variables: Symbolizing professional practices, developing school structure to foster participation in school decision, offering individualized support, provide intellectual stimulation, demonstrating high performance expectations, and building school vision. The rationale for using semi structured interview as an additional tool was that it was used to gathering further information that cross checks the dependability of data obtained via questionnaire. That is data about effectiveness of principals through two different tools (questionnaire and interview) as well as data from two additional sources (in this case the principal and his/her supervisor) would be more reliable than that of a single instrument (which is a questionnaire of teachers). The interview was conducted in English and local language for Supervisor and principals based on their need and the researcher was took notes on his notebook to make the data gathering process easier.

3.2.3.3 Document Analysis

According to Merriam (2001), documentary data are particularly good sources for qualitative data, because they ground an investigation in the context of the problem being investigated. Patton (2002: 307) summarizes the importance of document analysis as follows: “Document analysis provides good result that may not be directly observable and about which the interviewer might not ask appropriate question without the leads provided through documents”.

So, document analysis for this study’s was conducted to identify the student academic achievement of Ethiopian General Secondary Education Certificate Examination (EGSECE) result pass mark at research study area in the academic years of 2015-2017. Students’ academic achievement was taken in this study to mean the result of student grades as measured by a national exam for grade 10 students. Accordingly, Cumulative grade point average (CGPA) of letter grades on a four point scale was taken to be as an interval scale. Therefore, the CGPA was result calculated by the promotion rules of MoE which were used to measure achievement level of the students including Mathematics and English as compulsory criteria. The school level CGPA was calculated as an average of all sample student CGPA’s of the individual schools. Then the three years mean of result was calculated.

3.2.4. Data Analysis procedures

McMillan and Schumacher (2001:213) explain data analysis as a process of describing data in a meaningful way. While, Merriam (1998) describes data analysis as a process of making sense of the data, and the interpretation of what people have said on a particular phenomenon through various research methods. This implies that it is a process of making meaning of what have been said by participants. It is a careful examination of data to understand its meaning of the data that has been generated through different data collection techniques. In this regards, data analysis was an ongoing process. In most schools, the GPA was not calculated – only letter grade recorded were available. So, the researcher has converted these letter grades into a four point number grades (eg. A=4, B=3, C=2, D=1). Next, the data gathered through close-ended questionnaire were analyzed by using descriptive statistics such as percentage, frequency, mean and standard deviation. Similarly:, the student grade score results were analyzed by using frequency counts, mean and standard deviation.

The qualitative data obtained through semi structured interview was thematically analyzed to supplement the quantitative analysis about leadership effectiveness of principals.

Finally, ANOVA is used to measure whether the means of principals' leadership effectiveness differences and means of students' academic achievement differences are statistically significant across sampled schools'. Pearson product moment Correlation analysis was used to calculate the relationship between principals' leadership effectiveness and students' academic achievement based on its direction, forms, and degrees (magnitude) of relationship from 0.00 - 0.19 በጣም ዝቅተኛ ተዛምዶ' 0.20 - 0.39 ዝቅተኛ ተዛምዶ' 0.40 - 0.59 መካከለኛ ተዛምዶ. 060 - 0.79' ከፍተኛ ተዛምዶ 0.80 - 1.00 ' በጣም ከፍተኛ ተዛምዶ as (Yalew, 2009). In addition to this simple linear regression also employed. Regression is based on the assumption that the independent variable (predictor) and the dependent variable (criterion) correlate with each other. It shows the higher the correlation, the more accurate the prediction (Ruth R, 2011). All the data were computed using SPSS version 20.

3.2.5. Reliability and Validity of the instruments

Reliability refers to the consistency of a measurement obtained for the same persons upon repeated testing (Ruth R, 2011). As, to this scholar reliable measure yields the same or similar results every time it is used and validity refers to the degree to which an instrument measures what it is supposed to measure and the appropriateness of specific inferences and interpretations made using the test scores. To strengthen the Reliability and Validity of the research, the rating of principal effectiveness with 32 items questionnaire under the six main categories was made to fit into 5-Point Likert-type scales of Ineffective to Outstandingly Effective, (taken from Goldring et al 2009). The questionnaires of this study were taken from Leithwood and Jantzi (1999).

To ensure validity of instruments, both the questionnaire and interview were checked by Advisors, Education, and language teachers of CTE and Supervisors and Directors of secondary schools. The pilot study was carried out in Fital Secondary School which was not included in the sample of the study after correcting some difficult word. It was administered to 20 teachers. The pilot study provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments and conducted to test the validity and reliability of the content. Before conducting the pilot-study, respondents were oriented about the objectives of the

pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the dispatched questionnaires were returned, necessary modifications on four items were made. To check the reliability and validity of the questionnaires, Cronbach’s alpha reliability test was conducted. All items were carefully calculated by SPSS version 20 and the average result found from teachers respondents were (0.82). Cronbach’s alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: “> 0.9 = Excellent, > 0.8= Good, > 0.7 = Acceptable, > 0.6 = Questionable, > 0.5 = Poor and < 0.5= Unacceptable”. It is noted that an alpha of (0.82) is reasonably good to use the question for the research. The following table shows reliability of each dimension by Cronbach alpha.

Table3: Reliability test results with Cronbach alpha

No	Variables	No of items	Cronbach Alpha
1	Symbolizing professional practice and value	6	0.700
2	Developing structure to foster participation	6	0.819
3	Offering individualized support	4	0.847
4	Providing intellectual stimulation	7	0.705
5	Demonstrating high performance expectation	3	0.822
6	Building school vision and goals	6	0.708
Average Reliability result		32	0.82

3.2.6. Ethical Consideration

According to Punch (2005), all educational research involves ethical considerations, as it involves data from people and about people. Ethical consideration plays a great role in all research studies and all researchers. Bertram (2004: 72) states that a researcher must respect the autonomy of all the people participating in the research. Therefore:, the following ethical issues were taken into consideration in relation to this study.

- The researcher communicated with all secondary schools concerned bodies based on their school culture legally.

- The researcher has informed the subjects about the purpose of study and the importance as a result of the real information they provide for the successfulness of the study.
- The researcher also has got official letters from Jimma University to formally approach the Zonal education officials and school community.
- Participants were informed that participation in the study was only on voluntary basis.
- In addition to this the researcher have got official letter from NSZ Education office.

CHAPTER FOUR

4. DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1. Introduction to Data Presentation

The purpose of the study was examined whether there was a significant correlation between principals leadership effectiveness and students' academic achievement in secondary schools of North Shoa Zone. This chapter deals with the analysis, presentation, and interpretation of the data gathered from the respondents through questionnaires, interviews, and document analysis. A standardized questionnaire was used to measure school principal leadership effectiveness within the perspective of transformational leadership model as practiced by randomly selected school teachers.

To this end, questionnaires were distributed to 281 teachers which were (80%) of the total 351 teachers who were teaching in the 9 sampled schools, for at least the last three years (2015-2017). From these, 271 (96%) of the questionnaires were returned. The decreases in the number of the questionnaires were due to the following reasons: 4 (1.4%) respondents did not return questionnaires; 5 (1.7%) respondents refused to fill in questionnaires and 1 (0.36%) incomplete item answer questionnaires. The questionnaire data was analyzed by using frequency counts, percentages; mean scores, standard deviation, ANOVA, Pearson Product Moment Correlation and Regression. A total of 32 items under each category of six main variables were used to rate effectiveness on five-point rating scales of Ineffective =1, minimally effective=2, satisfactorily effective=3, highly effective=4, Outstandingly Effective =5, considering as interval scale.

Six items measure symbolizing professional practices and values, 6 items measure the extent of involving people in school decisions, 4 items measure offering individualized support, 7 items measure providing intellectual stimulation, 3 items measure high performance expectations and 6 items measure about building school visions and goals. The data obtained through interview from principals and the supervisors of principals were presented and analyzed thematically to substantiate the evidence obtained through the questionnaire.

Next, grade 10 students' national exam results of 2015-2017 academic year E.C. were collected from each of the 9 sampled schools. The three years sampled students' CGPA were calculated out of a four point scale from seven subject letter grades, where English and Mathematics subjects are compulsory. Achievement result, as an interval scale, is considered a pass mark at the minimum grade point average of 2.0 as the rule of the MoE. To see the intended result the detailed analysis and interpretation of findings were given in Table 3 here under.

4.2. Characteristics of Respondents

4.2.1. Characteristics of Teachers respondents

The general background information of Teacher respondents was the following:

Table 3: Characteristics of Teacher Respondents

No	Item	Category of Items	Teachers respondents	
			No	%
1.	Sex	Male	229	85
		Female	42	15
		Total	271	100
2.	Qualification	1 st Degree	253	93
		2 nd Degree	18	7
		3 rd Degree	-	-
		Total	271	100
3.	Teaching load	< 5 periods	-	-
		5-10 periods	28	10
		11 -15 periods	108	40
		16 -20 periods	76	28
		21 –25 periods	42	16
		Total	271	100
4.	Experience	< 5 years	28	10
		5 - 10 years	98	36
		11 -15 years	90	34
		16 - 20 years	39	14
		21+ years	16	6
		Total	271	100

Table 3 shows that from 281 sampled teachers, 271 teachers returned the questionnaire with complete information. Out of the teachers who returned questionnaires 42 (15%) were females, the rest are males. The great majority of teachers whose numbers 253 (93%) hold 1st degrees in different subject, and the rest 18 (7%) hold 2nd degree respectively. Concerning the teaching load distribution, the majority of the respondent teachers 108 (40%) has teaching load in the interval of 11-15 periods per week. But, 76 (28%) respondent teachers have teaching load between 16 and 20 periods per week. 42 (16%) respondent teachers have also the load between 21 and 25 periods per week. The rest of the teachers, 28 (10%) and 17 (6%) have teaching load between 5 - 10 & 26-30 periods per week respectively. In length of service, the majority of them 98 (36%) & 90 (34%) respondent teachers have experience between 5-10 & 11-25 years respectively. 39(14%) teachers respondent were in the range of 16-20 years of service. The smallest number, 16 (6%) of teachers respondent have service years above 21 years. The data shows great difference between them.

4.2.2. Characteristics of the School Principals and Supervisors

The general background information of the principals and supervisors was summarized in Table 4

Table 4: Characteristics of the School Principals and Supervisors

No	Item	Category of Items	Respondents			
			Principals		Supervisors	
			No	%	No	%
1	Sex	Male	9	100	8	100
		Female	-	-	-	-
		Total	9	100	8	100
2	Qualification	BSc	-	-	-	-
		Bed	4	44	-	-
		Med	5	56	8	100
		MSc	-	-	-	-
		Total	9	100	8	100
3	Length of Stay	3 years	5	56	4	50
		4 years	2	22	2	25
		5 years	1	11	2	25
		6 years	1	11	-	-
		Total	9	100	8	100
4	Experience	3 years	3	33	2	25
		5 years	3	33	3	37.5
		6 years	2	23	3	37.5
		10 years	1	11	-	-
		Total	9	100	8	100

According to Gender characteristics of table 4 above, there are no female principals, all are males. This shows that there is a great gap between gender disparities. Regarding experiences background information, 3 (33%) of principals have 3 years, and other 3 (33%) principals have 5 years experiences. Again:, 2(23%) of them have 6 years and One principal has 10 (11%) years experiences. The average year of experiences only as principals' was 5.1 years. That is $(3 \times 3) + (5 \times 3) + (6 \times 2) + (10 \times 1) = 46/9 = 5.1$. Concerning length of stay in schools, from the total population of principals, 5(56%) of them have 3 years length of stay at school. 2(22%) of them have 4 years length of stay and two principals have 5 and 6 years length of stay at schools respectively. Moreover:, every principal in the sample has worked for at least 3 years at the present school, and the average length of stay at present schools was 3.7 years. This has fit into the average stay for a principal in the same school set by the Minnesota-Toronto researchers of 3.6 years (Louis et al 2010). The maximum length of principal's stay at the present school was 6 years. Regarding qualification of principals, 4 (44%) principals have First Degree in EdPM and 5(56%) of them have also Masters of EdPM. This shows that although their school level was similar, their qualification differed.

In the same aforementioned table all supervisors were males. The majority of schools were assigned supervisors by woreda education office. Only Gebre Guracha has no supervisor. All supervisors under study have M.A degree; they have studied EdPM. 2(25%) of them have three years experience, 3(37.5%) of them have five years experience and 3(37.5%) of them have six years experience. With regard to length of stay at school, 4(50%) of them have three years length of stay, 2(25%) of them have four years, and 2(25%) of them have five years length of stay at school. This shows that there is well enough background about supervisors.

4.3. Leadership Effectiveness of Sampled School Principals

4.3.1. The Extent of Leadership Effectiveness

The school principals were rated about their leadership effectiveness by the respective school teachers. The ratings were grouped into six major dimensions of leadership effectiveness which has been explained in Table 5 below and these ratings were analyzed to determine the level of effectiveness for principals. The results of analysis of both questionnaire and interview were presented under Table 5 as follows:

Table 5. Mean Score Leadership Effectiveness of Principals by Sample Schools (9 principals rated by 271 teachers).

School name	No	Symbolizing professional practice		Developing decision making		Offering Individualized support		Providing intellectual stimulation		Demonstrating high expectation		Building school vision		Grand mean	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Sedo	13	4.32	.463	4.35	.641	4.13	.761	4.12	.654	3.89	.864	4.32	.639	4.19	.595
Jedo kawo	33	3.97	.430	3.95	.596	3.71	.495	3.96	.430	3.75	.646	4.02	.459	3.89	.403
Geburu	24	4.16	.585	4.09	.575	3.98	.653	3.98	.598	3.19	.926	4.20	.508	3.9	.511
Debruru	33	3.04	.860	2.87	.728	2.91	.943	2.81	.809	2.75	.943	2.77	.792	2.86	.745
Turu	32	2.71	.728	2.58	.710	2.66	.792	2.65	.660	2.53	1.07	2.63	.749	2.63	.706
Dire	30	2.90	.713	2.68	.794	2.90	.808	2.86	.990	2.76	1.158	2.85	.937	2.82	.784
Aga	29	3.04	.861	2.93	.833	2.75	.7440	2.76	.857	2.67	.978	2.70	.818	2.8	.705
Daga	54	2.90	.822	2.82	.815	2.79	.611	2.66	.728	2.66	.774	2.62	.783	2.75	.636
Total	23	2.54	.590	2.39	.683	2.42	.623	2.21	.623	2.15	.892	2.24	.617	2.33	.554
Total	271	3.28	.904	3.18	.941	3.13	.877	3.11	.935	2.92	1.02	3.15	.983	3.13	.848

Note: Principal is not satisfactorily effective for $\bar{X} < 2.75$, satisfactorily effective for $2.75 \leq \bar{X} < 3.5$ and Highly effective for $\bar{X} \geq 3.5$.

According to Table 5 above, secondary schools' principals in North Shoa Zone were in general found out to be moderately effective ($M=3.13$, $SD=.848$). Besides, the principal of Sedo Secondary school was found out to be higher scores ($\bar{x} = 4.19$, $SD=0.595$, while the principal of Daga Secondary school was lower mean score ($\bar{x} =2.33$, $SD=0.554$). The result indicated that, there was high variation between schools. In level of leadership effectiveness dimension, demonstrating high performance expectation was found to be with lower mean scores ($\bar{x} 2.92$, $SD=1.02$), while higher mean score was found in Symbolizing professional practice ($\bar{x}= 3.28$, $SD=0.904$). This indicates that school improvement programs running uniformly in all schools. Totally, levels of principals as perceived by teachers and by the six dimensions were moderately effective.

Regarding interview part, questions were offered to the principals regarding how they treated teachers and students for creating the atmosphere of trust and caring as well as regarding the principal's willingness to change own practice to be a role model for followers under symbolizing professional practice dimension. The principals, 3 out of 9 said that they treat their staff and students by respecting their idea, compromising on meeting time, providing staff training, giving feedback and making good relationship. But, others school principals such as Aga, Dire, Turu and Gebru were used by rules and regulation and two of them like Debru and Daga used discussion and dialogue. These show that principals in Sedo, Jeda and Kawo schools were believed in making better atmosphere of caring and give respectation for learning process than others.

Concerning the question of being willingness to be a role model for others in accepting and adapting to change, Sedo, Jeda and Kawo schools of principals claimed that they were good role models for others through experience sharing, and promoting staff members and encouraging students appropriately. But, others principals did not focus on this question; as example, one principal (Aga School) said "not as such satisfactory." This shows that there is no internal motivation to change own practice to be role model. On the other hand, the supervisors' view of creating the atmosphere of caring and trust was about to look for a middle ground between the apparently extreme views of principals. All supervisors who worked on the Sedo, Jeda and Kawo schools believed that there was a fair treatment of the

school community by the principals. One supervisor said, “The principal listens and negotiates his staff and he also encourages students. So he created good school atmosphere favorable for teaching-learning.” Therefore, the view of supervisors shows supporting the effectiveness level of principals on the high achievers school were better. But about others schools, principals did not use the method of negotiating and compromising system. They simply lead in the methods of using rules and regulations. So, although the secondary schools of Sedo, Jeda and Kawo principals were believed to be highly effective in their leadership performance, the comparison of the grand mean effectiveness rating ($\bar{X} = 3.13$, $SD = .848$) in Table 5 and the interview responses of principals and supervisors indicated that, the majority of principals were believed to have been satisfactorily effective in their leadership. In addition to this, there was uniformity in exercising those dimensions among the sample principals. But there is lack of uniformity as school leadership perceived by a teacher. For the questions of whether principals distribute leadership broadly so that the school community can involve in decision making and the communication system, all the responses of principals were similar. One of the principals said that:

“Decisions are made by sharing authority and job in different levels such as staff, departments, PTA and KETB level. There are rules of the school. Based on those rules the principals are providing appropriate level of autonomy for staff. So leadership is distributed among different parts of staff.”

As the principals said, most of the school decisions are made at committee level. In the communication systems used the principals’ responses are similar in that they use multi-way communication system such as one-way verbal communication, two-way communication, formal letters, staff meetings, and ‘one-to-five team’ system etc. Most of the supervisors interviewed have similar responses to the principals’ ideas about distributing leadership for participating in school decisions, and the communication system used.

Regarding offering individualized support, the question of how effective do you think the principal consider his followers needs, opinion, and expertise was asked. Most of the principals responded that as much as possible, they consider the followers need, opinion and expertise to accomplish school goal and mission. The same response was also given from

supervisor's side. As the above table shows, with the exceptional score of high level achievers, most of the principals were satisfactorily effective. But one supervisor only said that there is less thinking ability of principal that considers and understands of teacher's opinion and needs. This shows the lack of personal ability on the side of principals.

For the question about providing intellectual stimulation, the question "how did the principal stimulate teachers to think about what they are doing for the students?" was asked. Almost, all principals and supervisors were responded that, the principal motivated teachers by providing moral support, rewards, and certificate for model teachers on the CPD program by using the opportunities of experience sharing, staff training and different meetings. This shows that principals and supervisors have similar understanding and knowledge about intellectual stimulation.

Regarding the question about the principals who have high performance expectations for teachers and students has different answers. Some principals said "for teachers, high performance expectation is rare, but for students provisions of rewards are high performance expectation." Others said that, the role of teachers is to improve students' academic achievement. This is one of the high expectations. Also another principal has said that he has the plan of making a model school, that he expects high qualified teachers in their professionals. Regarding the responses of supervisors, all of them said that, there are high performance expectations in making good governance by sharing good experience and providing training; the principals made good relationship with teachers and students to progress student result and teachers performance. Here, the views of principals and supervisors were similar especially in regarding expectation of better student academic achievement. But, the mean score ($\bar{x} = 2.86$, $SD = 1.02$), in Table 5 shows that sample teachers already responded that their principals are satisfactorily effective. This shows that there was some contradictory idea between teachers and both principals & supervisors. But the students result shows from document analysis that the total grand mean score was satisfactorily effective ($\bar{x} = 2.3811$, $SD = 0.692$). So, principal's leadership effectiveness and the student academic achievements were more inclined to satisfactorily effective. Concerning the question about telling school vision and goals, all the principals reported that their schools have mission. The majority of principals were well informed about the goals of the school,

and the school community developed individual plans based on the mission and vision of their school. Regarding school norm all school principals said that they have highly effective norms and encouragement by developing good relationship with school community. The supervisors' responses agree with those of principals in the existence of school mission and goals. There was similar perception and practices of the school norm among supervisors.

4.3.3 Leadership Effectiveness Differences among Principals

To check the difference in leadership effectiveness were among the sample schools principals, ANOVA was used to get the results. ANOVA is used to compare the means of leadership effectiveness samples and to test whether the differences between the means are statistically significant. The next table below is showed this.

Table 7. ANOVA for Leadership Effectiveness of Principals

	Sum of Squares	df	Mean Square	F	p
Between Groups	85.428	8	10.679	25.719	.000
Within Groups	108.781	262	0.415		
Total	194.209	270			

Table 7 above shows that there was a high significant difference among the school principals leadership effectiveness in the sampled schools ($F(8, 262) = 25.719, p < 0.05$).

Table 8: Post Hoc Test for Leadership Effectiveness of Principals

	Sedo	Jedo	kawo	Gebru	Debru	Turu	Dire	Aga	Daga
Sedo	-								
Jedo	0.900	-							
kawo	0.967	1.000	-						
Gebru	0.001	0.001	0.001	-					
Debru	0.001	0.001	0.001	0.874	-				
Turu	0.001	0.001	0.001	1.000	0.954	-			
Dire	0.001	0.001	0.001	1.000	0.924	1.000	-		
Aga	0.001	0.001	0.001	0.998	0.993	1.000	1.000	-	
Daga	0.001	0.001	0.001	0.063	0.745	0.124	0.098	0.164	-

*The mean difference is significant at the 0.05 level.

The above Post Hoc Test (Table 8) shows that the leadership effectiveness of principals was highly significant difference between schools of Sedo, Jedo and Kawo with Gebru, Debru, Turu, Dire, Aga and Daga, secondary schools. Others schools haven't significant difference.

Table 9: Homogeneous Subsets for Principal Leadership Effectiveness

School name	No	Subset for Alpha=0.05	
		1	2
Sedo	13		4.1923
Jedo	33		3.8984
kawo	24		3.9384
Gebru	33	2.8647	
Debru	32	2.6316	
Turu	30	2.8297	
Dire	29	2.8498	
Aga	54	2.7598	
Daga	23	2.3317	
Sig.		0.70	0.771

The homogeneous subset table shows that, the schools such as Sedo, Jedo and kawo were high significant differences than schools of Gebru, Debru, Turu, Dire, Aga, and Daga.

4.4. Students CGPA Levels and Differences

4.4.1. Students' GPAs Levels by Sample Schools

Table 10: levels of Students GPAs by Sample Schools from 2015-2017 (N = 388x3)

School Name	N	Mean	Standard Deviation
Sedo	31	3.2774	0.27290
Jedo	53	2.7849	0.40115
kawo	38	3.1289	0.37983
Gebru	45	2.1911	0.46701
Debru	40	2.0725	0.35733
Turu	43	2.0279	0.45946
Dire	35	1.9429	0.30223
Aga	64	1.8188	0.37199
Daga	39	2.1846	0.48965
Grand mean	388	2.3811	0.62999

Note: GPA's pass result was judged to be 2.00 as MoE Standardized pass mark (MoE, 2002).

(Not satisfactorily effective for $\bar{X} < 2.0$, satisfactorily effective for $2.0 \leq \bar{X} < 2.75$ and highly effective for $\bar{X} \geq 2.75$)

According to Table 10 above, the total grand mean of student CGPA's in NSZ was found out to be moderately effective (\bar{X} =2.38, and SD = 0.63). Concerning the secondary schools student academic achievement, Sedo was found to be highly effective (\bar{X} = 3.27, SD = 0.27), while low mean score was found in Aga (\bar{X} =1.81, SD = 0.371). The standard deviation result was also shows high (0.629). It indicates that, there was a great variation among schools.

4.4.2. Students' GPA Differences among Sample Schools

Table 11: ANOVA for Sample Student GPAs of Sample Schools

	Sum of Squares	df	Mean Square	F	p
Between Groups	93.278	8	11.660	73.264	0.001
Within Groups	60.317	379	0.159		
Total	153.595	387			

Regarding Table 11, the students GPAs of sample schools have high significant mean difference between the schools ($F(8,379) = 73.264, p < 0.05$), because the F result was greater than P value. For more elaboration of differences among the student academic achievement in sample schools GPAs, Post Hoc Test was carried out as shown in Table 12 below.

Table12: Post Hoc Test for Students' GPAs of Sample Schools (Multiple Comparisons)

	Sedo	Jedo	kawo	Gebr	Debru	Turu	Dire	Aga	Dag
Sedo	-								
Jedo	0.001	-							
kawo	0.837	0.001	-						
Gebru	0.001	0.001	0.001	-					
Debru	0.001	0.001	0.001	0.909	-				
Turu	0.001	0.001	0.001	0.601	1.000	-			
Dire	0.001	0.001	0.001	0.131	0.896	0.991	-		
Aga	0.001	0.001	0.001	0.001	0.045	0.166	0.864	-	
Daga	0.001	0.001	0.001	1.000	0.945	0.698	0.189	0.001	-

From Table 12 shown above the Students' CGPA among sample schools were highly significant difference between Sedo and other Seven Schools such as Jedo, Gebru, Debru, Turu, Dire, Aga, and Daga, The other (Kawo) was insignificant.

4.4. Relationship between Leadership Effectiveness and Student CGPA

4.5.1. Correlation between Students' GPA and Leadership Effectiveness Dimensions

Table13: Inter Correlation Matrix for Leadership Effectiveness and students' GPAs

		GPA 2009	Symbol	Develop	Offering	Provide	Demon	Bui
GPA 2009	P/Correlation	1						
Symbolizing	P/Correlation	0.251**	1					
Developing	P/Correlation	0.238**	0.847**	1				
Offering	P/Correlation	0.253**	0.796**	0.776**	1			
Providing	P/Correlation	0.205**	0.819**	0.809**	0.848**	1		
Demonstrating	P/Correlation	0.127*	0.636**	0.636**	0.684**	0.753**	1	
Building	P/Correlation	0.238**	0.788**	0.788**	0.772**	0.860**	0.700**	1

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

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

N = 388 for students' sample in 2015-2017 and N = 271 for teacher respondents 2017.

In order to use Pearson's correlation, the following assumptions should be satisfied:

1. The scores are measured on an interval or ratio scale.
2. The two variables to be correlated should have a linear relationship.

To see the correlation among the principals' leadership variables and student GPAs inter correlation analysis was practiced, Pearson product-moment correlation coefficients was calculated to find the relationships between the principal's leadership effectiveness and the student academic achievement. Table 13 presented the correlation matrix for each of these factors. The degree of relationship is described according to professor Yalew (2009). In addition, statistical significance is reported at the 0.01 and 0.05 levels. At the 0.01 level, there is a one percent chance of making a faulty generalization, and at the 0.05 level, there is a five percent chance of making a faulty generalization. Concerning Inter Correlation Matrix for Leadership Effectiveness and Student academic achievements, Student CGPA was slightly correlated with symbolizing professional practices at ($r=.251$, $P<0.01$), Student CGPA was slightly correlated with developing structures to foster participation at ($r=.238$, $P<0.01$), Student CGPA was slightly correlated with offering individual support at ($r=.253$, $P<0.01$), Student CGPA was slightly correlated with providing intellectual stimulation at ($r=.205$,

P<0.01), and Student CGPA was slightly correlated with building school vision at ($r=.238$, $P<0.01$). In addition to this Student CGPA was slightly correlated with demonstrating high performance expectation at ($r=.127$, $P<0.05$). Generally all dimensions of leadership effectiveness have positively low significant correlation with Student GPA's.

4.5.2. Simple Linear Regression Analysis

4.5.2.1. Tests on Individual Regression Coefficient

Table 14: The Prediction or effects of independents variables towards dependent variable

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.440	.100		24.290	.000	2.242	2.637
Leadership Effectiveness	.130	.032	.242	4.082	.000	.067	.192

Dependent Variable: Student Academic Achievement

Table14 shows that the test of Individual Regression Coefficient. According to the result, academic achievement of the students and leadership effectiveness were a positive relationship and significant. The coefficient un standardized β 0.130 indicates that the academic achievement of the students was improved by 0.130, when there is an improvement of Leadership effectiveness in the school and the constant 2.440 implies that, when there is no leadership effectiveness in the school then, the academic achievement of the student would be 2.440.

4.5.2.2. Normality Test

Normality Test is one of the important diagnostic tests which were conducted in this study. Normality Test has its own normality assumption known as the normally distributed errors. A normal distribution is not skewed and is defined to have a coefficient of kurtosis within a point. A skewness measure is the extent to which a distribution is not symmetric about its

mean value and kurtosis measures how far the tails of the distribution are. If the residuals are normally distributed, the histogram should be bell-shaped. The residuals scatter plots allow us to check whether the residuals should be normally distributed about the predicted dependent variable scores. The residuals are normally distributed with a mean of zero and standard deviation of one. Result shown below in a histogram under figure 2 describes the residuals seems normally distributed and the residuals are distributed with a mean of 0 and standard deviation of 0.989 which is approximately 1. Thus, the model fulfills the assumption of normality test.

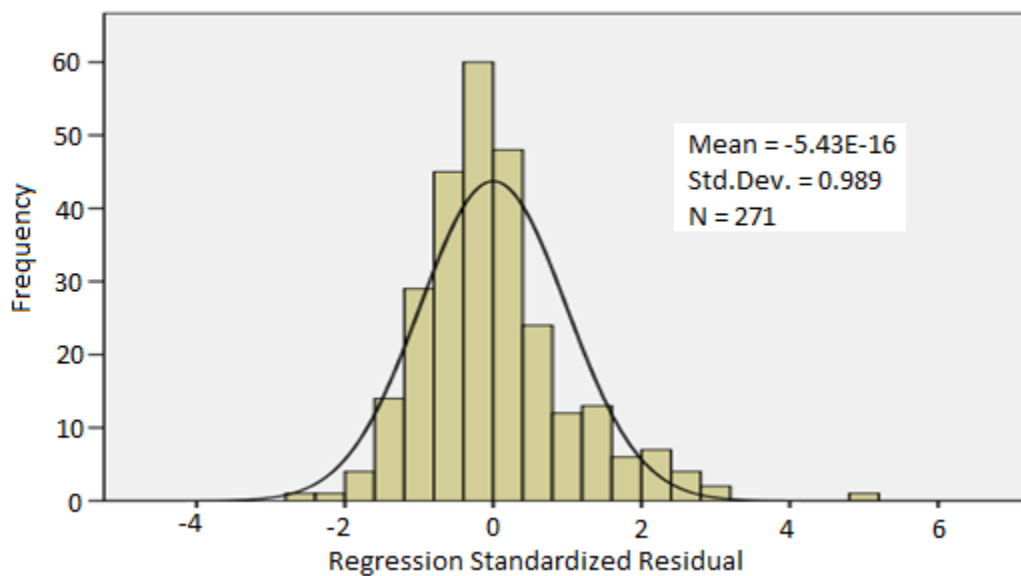


Fig. 2: Histogram Dependent Variable (CGPA) of Residuals

4.5.2.3. Test of linearity

The other assumption of linear regression model is linearity which assumes that the residuals should have a straight line relationship with predicted dependent variable scores. If this assumption is violated, the linear regression would try to fit a line to data that do not follow a straight line. This assumption can be checked from a scatter plot between the response variable, and the predictor which helps us identify presence of nonlinearity. As we can see from the Normal Probability Plot of regression standardized residual (fig. 3), it seems the linear regression was near to fit the data on a straight line which confirmed existence of linearity. Moreover, in the Normal Probability Plot, it is expected that our points will lie in a

reasonably straight diagonal line from bottom left to top right which can be confirmed from Probability plot shown figure 3 below. This would suggest no major deviations from normality.

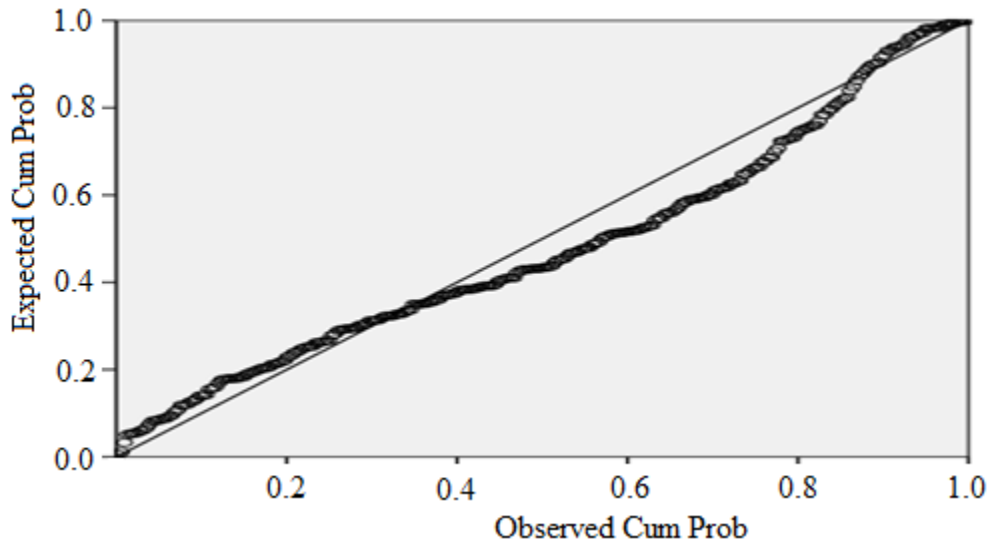


Fig 3: Normal P-P plot of residuals

4.6. Findings of the Study

The purpose of the study was to investigate the relationship between leadership effectiveness of secondary school principals and students' academic achievement in North Shoa (Selale) Zone during 2015-2017. Three basic questions were used to guide the data analysis. Therefore, based on the results of the data analysis the posed questions were answered as followed:

For basic question number One, the level of leadership effectiveness of selected public secondary school principals in North Shoa Zone was in general found out to be moderately effective ($M=3.13$, $SD=.848$). Besides, the principal of Sedo Secondary school was found out to be higher scores ($\bar{x} = 4.19$, $SD=0.595$, while the principal of Daga Secondary school was lower mean score ($\bar{x} = 2.33$, $SD=0.554$). In demonstrating high performance expectation, the principal leadership effectiveness was found to be with lower mean scores ($\bar{x} = 2.92$,

SD=1.02), while higher mean score was found in symbolizing professional practice ($\bar{x} = 3.28$, SD=0.904). The result shows that there is high variation between schools and between effectiveness dimensions.

For basic question number Two, According to the student CGPA's level results, the general mean score of student in NSZ were found out to be moderately effective ($\bar{x} = 2.38$, and SD = 0.63). Concerning specific secondary schools, Sedo was found to be highly effective ($\bar{x} = 3.27$, SD = 0.27), while low mean score was found in Aga ($\bar{x} = 1.81$, SD = 0.371). The standard deviation result was also shows high (0.629). It indicates there was a great variation between schools.

For basic question number Three, there was a high significant difference between the leadership effectiveness of school principals in the sampled schools at $F(8, 262) = 25.719$, $p < 0.05$. The sample students CGPA's have also high significant mean difference between the schools ($F(8, 379) = 73.264$, $p < 0.05$). This shows that there are great difference within principals' leadership effectiveness and student Academic achievement.

For basic question number four, concerning the correlation among the two variables analysis, there was a slightly positive correlation between principals' leadership effectiveness and student Academic achievement secondary schools of North Shoa Zone. Because the result shown that, Student CGPA was slightly correlated with symbolizing professional practices at ($r=.251$, $P<0.01$), Student CGPA was slightly correlated with developing structures to foster participation at ($r=.238$, $P<0.01$), Student CGPA was slightly correlated with offering individual support at ($r=.253$, $P<0.01$), Student CGPA was slightly correlated with providing intellectual stimulation at ($r=.205$, $P<0.01$), and Student CGPA was slightly correlated with building school vision at ($r=.238$, $P<0.01$). In addition to this Student CGPA was slightly correlated with demonstrating high performance expectation at ($r=.127$, $P<0.05$). In addition to this, the test of individual regression coefficient un standardized β 0.130 indicates the increase of student academic achievement when leadership effectiveness was in the school by low unit. The constant un standardized β 2.44 shows that, when there is no leadership effectiveness in the school, the academic achievement would be 2.44. The Normality test and linearity test would be positive between the two variables. But the result of the regression

shows that, the prediction was slight because, the lower the correlation indicate the lower the prediction (Ruth. R, 2011).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The purpose of the study was to investigate the relationship between leadership effectiveness of secondary school principals and students' academic achievement in North Shoa Zone during 2015 - 2017 academic years. The result of the study might contribute to improve in the practice of leadership effectiveness of school principals. The study was conducted within the perspective of transformational leadership model.

Accordingly:, the study was designed to answer the following Basic research questions:

1. To what extent principal's leadership of North Shoa Zone Secondary schools are effective?
2. To what extent student's academic achievement of North Shoa Zone Secondary schools are effective?
3. What is the relationship between school leadership effectiveness and student academic achievement at North Shoa Zone, Oromia National Regional State?
4. Is there any difference among the sample secondary schools in the relationship between leadership effectiveness and student academic achievement at North Shoa Zone, Oromia National Regional State?

The study employed mainly quantitative methods in which data was collected through standardized questionnaire about effectiveness of principals; by categorizing 43 first cycle secondary schools in to nine higher, middle and lower level achiever schools. High achiever school were selected by their grade 10 student promotion marks that have passed 80% and above out of 100%, middle achiever who have passed 50-79% and low achiever who have below 50% (not pass) according to MoE

Standardized pass Mark Rule. Two hundred eighty one teachers were randomly selected from 351 teachers to fill in the questionnaire. Then 271 (96.4%) out of 281 questionnaires were returned.

The questionnaire contained 32 items categorized under six dimensions of effectiveness measuring variables. The 5-Point Likert-type scales (from 1=Ineffective up to 5=Outstandingly Effective) was used to rate effectiveness level. For, the purpose of gathering more substantive evidence about the same variable leadership effectiveness of those 9 principals and 8 supervisors were also interviewed by using semi-structured interview. The researcher made the modification of items in a way to fit into the six categories of effectiveness variables as in the questionnaire. Thematic analysis of interview response was also used to substantiate the evidence obtained through questionnaire. The use of both questionnaire and interview helped to minimize the weakness that would arise from using only one method.

Next, 388 out of 4017 students from 2015-2017 (each year) whose name found on the lists of grade 10 national exam roster results were sampled. The sample sizes of the students were calculated to maintain the representativeness of the student population. Students were over sampled to minimized under-representativeness, as there is a high degree of variation with respect to their test results. They have a range of GPAs between 1.38 and 4.00. Since the number of students and teachers varied much within some schools, proportional allocation of samples was planned for schools. Systematic random sampling was used to selected students from grade 10 national exam results list for each of the sample schools in each year.

Students' academic achievement was taken, from national examination result. Accordingly, grade point average (CGPA) of letter grades on a four-point scale taken. Therefore, the CGPA as calculated by the rules of Ministry of Education used to measure achievement level of the students. The school level GPA was calculated as an average of all sample student GPA's of the individual schools. In addition to this the schools were categorized into three parts. i.e High level achiever students were the students

who have got M=2.71, F=2.43 in 2015, M=2.86, F=2.57 in 2016 and M=2.71, F=2.57 in 2017 CGPA's as Ethiopian MoE yearly pass mark criteria, Medium level achiever were the students who have got greater than 2.0 and less than for M=2.71, F=2.43 in 2015, M=2.86, F=2.57 in 2016 and M=2.71, F=2.57 in 2017 CGPA's and Low level achiever students were the students who have got below 2.0 CGPA's as 2010 MoE standardized result rule. The data from questionnaire and student GPA were analyzed quantitatively by using percentage frequency counts, means, standard deviation, person product moment Correlations, regression and ANOVA.

Finally, using the analysis results of the questionnaire and interview the following findings were reported by answering the basic question. Concerning the level of leadership effectiveness basic question, all principals' were in general moderately effective (M=3.13, SD=.848). In demonstrating high performance expectation the principal leadership effectiveness was found to be with lower mean scores ($\bar{x} = 2.92$, SD=1.02), while higher mean score was found in Symbolizing professional practice ($\bar{x} = 3.28$, SD = 0.904). Besides, the principal of Sedo Secondary school was found out to be higher scores ($\bar{x} = 4.19$, SD=0.595, while the principal of Daga Secondary school was lower mean score ($\bar{x} = 2.33$, SD=0.554). The result shows the high variation between schools and between effectiveness dimensions.

Regarding characteristics of principals' the total experience of the principals' were highly significant associated with its leadership effectiveness at $R = 0.822$, $p < 0.01$. The other characteristics of principals' were not significant with principals' leadership effectiveness. On the other hand Educational level was a highly significant correlation with total experience at $R = 0.791$, $p < 0.05$. The interview responses and questionnaire analysis of results were compared and to be some agreement.

There was a high significant difference between the leadership effectiveness of school principals in the sampled schools at $F(8, 262) = 25.719$, $p < 0.05$.

According to the student CGPA's level results, the general mean score of student in NSZ were found out to be moderately effective ($\bar{x} = 2.38$, and SD = 0.63). Concerning the secondary

schools student academic achievement, Sedo was found to be highly effective ($\bar{x} = 3.27$, $SD = 0.27$), while low mean score was found in Aga ($\bar{x} = 1.81$, $SD = 0.371$). The standard deviation result was also shows high (0.629). It indicates there was a great variation between schools. The sample students CGPA's have also high significant mean difference between the schools ($F(8,379) = 73.264$, $p < 0.05$). Concerning inter correlation matrices analysis of leadership effectiveness dimensions, all of them such as Student CGPA was slightly correlated with symbolizing professional practices at ($r=.251$, $P<0.01$), Student CGPA was slightly correlated with developing structures to foster participation at ($r=.238$, $P<0.01$), Student CGPA was slightly correlated with offering individual support at ($r=.253$, $P<0.01$), Student CGPA was slightly correlated with providing intellectual stimulation at ($r=.205$, $P<0.01$), and Student CGPA was slightly correlated with building school vision at ($r=.238$, $P<0.01$). In addition to this Student CGPA was slightly correlated with demonstrating high performance expectation at ($r=.127$, $P<0.05$). In addition to this, the test of individual regression coefficient unstandardized beta (β) 0.130 indicates the increase of student academic achievement when leadership effectiveness was in the school by low unit. The constant, 2.44 shown that, when there is no leadership effectiveness in the school, the academic achievement would be 2.44. The Normality tests and linearity tests would be positive between the two variables. But the result of the regression shows that, the prediction was slight because, the lower the correlation indicate the lower the prediction (Ruth. R, 2011).

5.2. Conclusion

The study was undertaken to investigate the relationship between principals' leadership effectiveness and student Academic achievement at the nine secondary schools of NSZ.

Based on the above finding the following conclusions were made.

Concerning the level of principals' leadership effectiveness as perceived by teachers, the result was moderately effective. Most of the schools also found to be medium mean scores. This was also supported by interview responses in which most of the principals and supervisors thought that the school principals were satisfactorily effective. Therefore, secondary school principals need to exercise transformational leadership model to increasing students' academic achievement towards attainment of schools goal. Concerning the student

GPA result, the consequence was moderately effective. Therefore, secondary school principals need to exercise transformational leadership model to increasing students' academic achievement towards attainment of schools goal.

There was a high significant difference between the leadership effectiveness of the sample school principals. In the student GPA's also there was a great significant difference between students. This means there was a great variation between them. Therefore, this needs strong alternative mechanism to minimize the differences by using academic plan improvement to improve poor learners.

Concerning the correlation among the two variables, although there was positively correlated, the relationship were weak and shown low prediction between principals' leadership effectiveness and student Academic achievement in selected secondary schools of North Shoa Zone. A meta-analysis of international research conducted from 1986 to 1996 found that the average correlation between principal leadership and student achievement was negligible, less than $r = 0.10$ (Witziers, Bosker, and Krüger, 2003). A more comprehensive meta-analysis of more than 30 years of research through 2001 found a somewhat stronger correlation of $r = 0.25$ by Marzano, Waters, and McNulty, (2005). This shows that the relationship of the two variables is gradually grown into stronger correlation. But this finding had contradicted earlier studies that claimed principal's matter in student academic achievement.

Therefore, the researcher suggests that, the future studies will consider deeply the practices of the teachers, learners and a principal including concerned body in establishing a clear understanding of how principal's leadership effectiveness contributes to student Academic achievement.

5.3. Recommendations

Based on the findings and conclusions, the researcher is forwarding the following informative recommendations.

Regional Education Bureau

- Provide leadership trainings in terms of improve student outcome for school leaders as an in service program or in any possible ways in order to fill the ineffective result of students gap.
- Regional educational conferences might be encouraged on a regular basis to address poor learner results.
- Continuous school leadership support and guidance might be provided to beginner principals.

Woreda Education Offices

- In collaboration with NGO's, advised the School principals' on different trainings, seminars and workshop program in order to promote leadership effectiveness for the better academic achievement of the students in the school.
- Provide professional support to minimizing the difference between leadership effectiveness and students' academic achievements through discussion, training, and experience sharing.
- Consider the ways in which principal's effectiveness and students' academic achievement will change the small progress by using experience sharing, necessary transformational leadership training and improvement planning attentively.

Secondary School principal

- Enroll for school leadership professional development training programmes and also enroll to take licensed exam.
- Consult with experienced principal's to gain a better understanding on how leadership to be effective.
- Encourage networking with other principals.

- Have regular interaction with all concerned bodies to increase student academic achievement.
- Use transformational leadership models according to the reciprocal effects model (Interactive model) in order to adequately enhance better academic achievement of the student.

REFERENCES

- Abiy Z, Alemayehu W, Daniel T, Melese G and Yilm S. 2009, *Introduction to research methods. Graduate studies and research office*: Addis Ababa University.
- Ahmed, A. (2006). A Comparative Study of Managerial Effectiveness between Government and Private High Schools of Addis Ababa,(Unpublished MA Thesis AAU).
- Alemayehu Tesema (2011). Educational Leadership Problem of Secondary Principals in East Shewa Zone of Oromia Regional State: MA Thesis. Addis Ababa University, (Unpublished).
- Alemu Chanyalew (2011). Leadership Effectiveness of High School Principals in Illu Ababora Administrative Zone: (Unpublished MA Thesis AAU).
- Andrews, R. L., and Soder, R.(1987). *Student achievement and principal leadership: Educational Leadership*, 44(6), 9-11.
- Aremu, A. O. (2000). Impact of Home, School and Government on Primary School Pupils' Academic Performance: *Journal of the Exceptional Child*. 5(1): 106 - 110.
- Aremu, A. O. and Sokan, B. O. (2003).A Multi-Causal Evaluation of Academic Performance of Nigerian Learners: *Issues and Implications for National Development*. Department of Guidance and Counseling, University of Ibadan: Ibadan. 89.

- Asikhia O. A. (2010). Students and teachers' perception of the causes of poor academic performance in Ogun state secondary schools: Implications for counseling for national development. *In European Journal of Social Sciences* 13(2): 229 - 242.
- Babalís , T., Tsoli, K., Koutouvela, C., Stavrou, N., Alexopoulos, N.(2012). *Quality and Effectiveness in Greek Primary School*, Faculty of Physical Education and Sport: Athens University.
- Bass, B. M., and Avolio, B. J. (1994). *Improving Organizational Effectiveness through Transformational Leadership*: Thousand Oaks, CA: Sage.
- Bass, B.M. (2003). *Handbook of Leadership: A Survey of theory and Research*. Free Press, New York.
- Bass, B. (1998). *Transformational leadership*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Beare, H., Caldwell, B. J., & Milliken, R. H.(1989). *Creating an excellent school: Some new management techniques*, New York: Routledge.
- Bennis, W. (1989). *On becoming a leader*: Reading, PA: Addison-Wesley.
- Bennis, W. and B. Nanus (1997), *Leaders: Strategies for Taking Charge*, Harper Business, and New York, NY.
- Bolam, R., McMahon, A., Pocklington, K., and Weindling., D. (1993). *National Evaluation of the Head teacher Mentoring Pilot Schemes*; London: DFE.
- Bossert, S., Dwyer, D., Rowan, B., and Lee, G.(1982). The instructional management role of the principal: *Educational Administration Quarterly*, 18(3), 34–64.
- Braun, D., Gable, R., and Kite, S. (2011). Relationship among essential leadership preparation practices and leader, school, and student outcomes in K-8 schools; *International Journal of Educational Leadership Preparation*, 6(3), 1–21.
<http://eric.ed.gov/?id=EJ974245>.
- Bridges, E. (1977). The nature of leadership: In L. Cunningham, W. Hack, and R. Nystrand (Eds.), *Educational administration: The developing decades* (202–230). Berkeley, CA: McCutchan.
- Brookover, W.B., Beady, C., Flood, P., Schweitzer, J. and Wisenbaker., J. (1979). *School Social Systems and Student Achievement: Schools make a difference*, New York: Praeger.
- Burns, J. M. (1978). *Leadership*, New York, NY: HarperCollins Publishers.

- Bush, T. (2007). Educational leadership and management: Theory, Policy, and Practice, *South African Journal of Education*, EASA, 27(3) 391–406.
- Bush, T and Oduro, G. 2006. New principals in Africa: Preparation, induction and practice. *Journal of Education Administration*, 44(4): 375-395.
- Creswell, JW. 2009. *Research design. Qualitative, quantitative and mixed methods approaches*. London: Sage.
- Creswell, J.W. (2012). *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, USA, Person page 142.
- Crowther, F., Hann, L., McMaster, J. and Ferguson, M. (2000), Leadership for successful school revitalization: lessons from recent Australian research, *paper presented at the Annual Meeting of AERA*, New Orleans, LA.
- Daniels, M & Schouten, J (1970) “Education in Europe: the screening of students, problems of assessment and prediction of academic performance” *Council for Cultural Co-operation of the Council of Europe*. London: George Harrap Co. Ltd, 65.
- Dawson, C. (2007) *A practical guide to research methods, the mature students study guide*, third edition, British, How to books. 51.
- Day, C., and Sammons, P.(2013). *Successful Leadership: a review of the international literature CfBT Education Trust*, England and Wales.
- Dessalegn Feyisa, Bekalu Ferede and Frew Amsale. (2016, June 23). Principal’s perceived leadership effectiveness and its relationship with academic achievement among students in secondary school. *Educational Research and Reviews*,11 (12).
- DeMatthews, D. E., and Mawhinney, H. B. (2014). Social Justice Leadership and Inclusion: Exploring Challenges in an Urban District Struggling to Address Inequities. *Educational Administration Quarterly*. <http://eaq.sagepub.com/content/early/2014/01/06/0013161.X13514440> full.
- Dinham, S.(2005). Principal Leadership for Outstanding Educational Outcomes, *Journal of Educational Administration*, 43(4), 338-356.
- Drucker. (2011). *Educational Leadership: Key Challenges and Ethical Tensions*. New York: Cambridge University Press.
- Duke, D. L., Tucker, P. D., Salmonowicz, M. J., & Levy, M. (2006). *The Challenges Facing Principals of Low Performing Schools: Educational Practice and Theory*.

- Edmonds, R. (1979). Effective Schools for the Urban Poor: *Educational Leadership*, 37,
- Edmonds, R.R. (1982). Programs of School Improvement: an Overview, *Educational Leadership*, 40 (3) 4-11.
- Evans, L. (1999). *Managing to Motivate: a Guide for School Leaders*, London: Cassell.
- Fiedler, F. E. (1967). *The Theory of Leadership Effectiveness*, New York: McGraw Hill.
- Gizaw Misganu (2013). Study on School improvement program, North Shoa Oromia national regional state, Addis Ababa University (Unpublished).
- Goddard, R. D., Hoy, W. K., and Hoy, A. W., (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Education Research Journal*: 37(2).
- Goldring, E., Cravens, X. C., Murphy, J., Elliott, S. N., Carson, B., & Porter, A. C. (2009). The evaluation of principals: What and how do states and districts assess? *Elementary School Journal*, 110(1), 19–39.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*: 42(3), 333 –356. <http://eric.ed.gov/?id=EJ803076>.
- Grissom, J. A., and Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal*, 48(5), 1091–1123. <http://eric.ed.gov/?id=EJ939096>
- Gross, N., and R. Herriot. 1965. *Staff leadership in schools*. New York: Wiley.
- Hallinger P, Heck RH (1996). The principal's role in school effectiveness: An assessment of methodological progress, 1980-1995 (723-783). In: K. Leithwood, J. Chapman, D. Corson, P. Hallinger, and A. Hart (Eds.), *International handbook of educational leadership and administration*. Dordrecht, Netherlands: Kluwer Academic Publishers.
- Hallinger, P. and Heck, R (1998). Exploring the principal's contribution to school effectiveness 1980-1995: *School Effectiveness and School Improvement*, 9 (2),
- Hallinger, P. (2003). Leading Educational Change, Reflections on the Practice of Instructional and Transformational Leadership: *Cambridge Journal of Education*, 33(3) Retrieved on December 22, 2013, from and A. Hart (eds) *International*

- Handbook of Educational Leadership and Administration Vol 2.* Dordrecht and London: Kluwer.
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221-239.
- Hallinger, P., and Leithwood, K.(1994). Exploring the impact of principal leadership, *School Effectiveness and School Improvement*, 5, 206-218.
- Hallinger, P. (2005b). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 43(3), 1-20. doi: 10.1080/15700760500244793,
- Hammond, D.L., Meyerson, D., Lapointe, M. and Orr, T. M. (2010). *Preparing Principals for a Changing World*: San Francisco: Jossey-Bass.
- Hargreaves, D. (2003). From Improvement to Transformation: *Paper presented at the International Congress for School Effectiveness and Improvement*, Sydney, Australia.
- Hattie, J. (2009) *Visible Learning: A Synthesis of Over 800 Meta analysis of relating to achievement*. New York: Routledge.
- Heck, R.H., and P. Hallinger. 2009. Assessing the contribution of distributed leadership to school improvement and growth in math achievement; *American Educational Research Journal*; 46, no. 3: (659) 89.
- Hersey, P., and Blanchard, K.(1984). *Management of organizational behavior*, 4th ed. Englewood Cliffs: NJ: Prentice-Hall.
- Hijazi, Syed Tahir and Naqvi, S.M.M. Raza. (2006). Factors Affecting Students' Performance: A Case of Private Colleges'. *Bangladesh e-Journal of Sociology*: Volume 3, Number 1.
- Huber, S. (2004). School leadership and leadership development: Adjusting leadership theories and development programs to values and core purposes of school. *Journal of Educational Administration*, 42(6), 669-684.
- Huff, S., Lake, D., and Schaalman, M. (1982). *Principal differences: Excellence in school leadership and management*. Boston: McBer.
- ICDR (1999). *The Teacher Education, A Handbook* Addis Ababa: EMPDA.
- ICDR (2004). *Action Research Hand book Institute for Curriculum Development and Research*. MoE. Addis Ababa, Master.

- Israel, Glenn D. 1992. *Sampling the Evidence of Extension Program Impact: Program Evaluation and Organizational Development*, IFAS, University of Florida: PEOD-5.October.
- Joshi.R. D., and Verspoor A. (2013), Secondary Education in Ethiopia, World Bank Study, Supporting Growth and Transformation, *International Bank for Reconstruction and Development / The World Bank*, Ethiopia.p.134.
- Leithwood, K. (1992). Transformational leadership: where does it stand? *The Education Digest* 58.
- Leithwood, K., and Jantzi, D. (1999).*Transformational School Leadership Effects: A Replication. School Effectiveness, and School Improvement*, 10 (4), 451-479.
- Leithwood, K. (1994). Leadership for School Restructuring, *Educational Administration Quarterly*, 30(4), 498-518.
- Leithwood, K., and Jantzi, D.(2005). A Review of Transformational School Leadership Research 1996–2005. *Leadership and Policy in Schools*, 4(3), pp 177-199.
- Leithwood, K., and Steinbach, R. (1995), Expert problem solving, State University of New York Press, Albany.
- Leithwood, K., Jantzi, D. and Steinbech, R.(1999). *Changing Leaderships' for Changing Times*, Buckingham and Philadelphia, PA, Open University Press. London.
- Louis KS, Dretzke B, Wahlstrom K (2010). How does leadership affect student achievement? Results from a National US Survey. *School Effectiveness School Improvement* 21 (3):315-336.
- MacBeath, J (2005). Organizational learning approaches to school leadership and management: Teachers' values and perceptions of practice. *School Effectiveness and School Improvement*, 19(2), 207-224.
- Marks, H., and Printy, S. (2003). Principal leadership and school performance: An integration of transformation and instructional leadership. *Educational Administrations' Quarterly*, 39(3).
- Marsh, H.W., and R.G. Craven (2006). Reciprocal effects of self-concept and performance from a multidimensional perspective: Beyond seductive pleasure and one-dimensional perspectives, *Perspectives on Psychological Science*, 1(2) pp 133-163.

- Marzano, R.J., Waters, T. and McNulty, B.A. (2005), *School Leadership that Works: From Research to Results. Association for Supervision and Curriculum Development: Alexandria, VA.*
- McMillan, J and Schumacher, S. 2001. *Research in education: A conceptual introduction.* New York: Longman.
- Merriam, SB. 2001. *Qualitative research and case study applications in education: Revised and expanded from case study in education.* San Francisco: Jossey Bass.
- MoE (2002). *Education sector Development program (ESDP-II).* Addis Ababa: EMPDA.
- MoE (2010). *First National Learning Assessment of Grade 10 and 12 Student's: NEAEA,* Addis Ababa.
- MoE (2013a). *Training of Master's Trainers' by African Leadership Institute Consultancy.* Windhoek. Internal Memos'.
- Mortimore, P. (2000a). *The Road to School Improvement: Lisse, The Netherlands: Swets and Zetlinger.*
- Murphy, J. (1988). Methodological, Measurement and Conceptual Problems in the Study of Instructional Leadership, *Educational Evaluation and Policy Analysis*,10(2), 117-139.doi:10.3102/01623737010002117.New York, NY: Routledge.
- Mulford, W. (2008). *The leadership challenge: Improving learning in schools.* Melbourne: Australian Council for Educational Research, Australian Education Review.
- Mulford, B., and H. Silins. 2009. Revised models and conceptualization of successful school principal ship in Tasmania. In *Successful school principal ships' in Tasmania*, ed. B. Mulford and B. Edmunds, 157 (83). Launceston, Tasmania: Faculty of Education.
- Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publishers.
- Oakland, E. (1993). *Total Quality management: The Route to Improving Performance.* London: Clays, St. Ivas Plc.
- O'Day, K. (1983). *The Relationship between Principal and Teacher Perceptions of Principal's Instructional Management Behavior and Student Achievement*, Unpublished Doctoral Dissertation's, Northern Illinois University, Normal, Illinois.
- OECD (2001a), *Public Sector Leadership for the 21st Century*, OECD, Paris.

- OECD (2001). *Knowledge and skills for life: First results from the OECD Programme for International Student Assessment (PISA) 2000*. Paris: Author.
- Okoye, N. N. (1982). Why students fail examinations: Psychology for everyday living; A *Nigeria Journal of Applied Psychology*, 11 (2): 1 – 5.
- Owoyemi, N (2000) ‘Moderation and standardization of continuous and terminal assessment scores in junior secondary school certificate examination and primary school leaving certificate assessment’ Paper delivered at the senior staff seminar, Ministry of Education, Ado-Ekiti 2nd March, 2-9.
- Patton, MQ. 2002. *Qualitative research and evaluation methods* (third edition). London: Sage.
- Pitner, N.(1988). The study of Administrator Effects and Effectiveness, In N. Boyan (Ed.): *Handbook of Research in Educational Administration*: 105–108. New York: Longman.
- Pont, B., Nusche, D. and Moorman, H.(2008). *Improving School Leadership Volume 1: Policy and Practice*, Paris: Organization for Economic Cooperation and Development.
- Pounder, D. G., Ogawa, R. T., and Adams, E. A. (1995). Leadership as organization wide phenomena. Its impact on school performance: *Educational Administration Quarterly*, 31(4), 564–588.
- Reynolds, D., Sammons, P., De Fraine, B., Townsend, T., Van Damme, J., (2011). Educational Effectiveness of Research, State of the Art Review. *Paper presented to the annual meeting of the International Congress for School Effectiveness and Improvement*: Cyprus.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J.(2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.
- Ruth. R, (2011) *Practical Statistics for Educators*, Rownan and Little field publishing groups Inc. USA, 4th edition.
- Rutter, M., Maughan, B., Mortimore, P. and Ouston, J. (1979) *Fifteen Thousand Hours*, London: Open Books.
- Scheerens, J. and Bosker, R.(1997), *The Foundations of Educational Effectiveness*: Elsevier, New York, NY.

- Scheerens, J. (2012). *School Leadership Effects Revisited*, Springer Briefs in Education, Twente University of Netherland, and DOI: 10.1007/978-94-007-2768-7.
- Sergiovanni, T. (2001) *Leadership: What's in it for schools?* London: RoutledgeFalmer.
- Sivasubramaniam, N., Murry, L., Avolio, B., and Jung, D.(2002). A Longitudinal Model of the Effects' of Team Leaderships' and Group Potency on Group Performance, *Group and Organization Management*, 27(1), 66–96.
- Simkins, T. (1981) *Economics and the Management of Resources in Education* Sheffield: Department of Educational Management, Sheffield City Polytechnic, UK, pp. 5-7.
- Stewart, V. (2013). School leadership's around the world. *Educational Leadership*, 70(7):
- Tate, B. (2008). A longitudinal study of the relationships among self-monitoring, authentic leadership and perceptions of leadership: *Journal of Leadership and Organizational Studies* 15(1) 16- 29.
- Tatlah IA, Iqbal MZ, Amin M, QuraishiU(2014). Effect of Leadership Behavior of Principals on Students' Academic Achievement at Secondary Level: A Comparison of the Leaders and Teachers Perceptions. *J. Res. Reflections Education*, (JRRE) 8(1).
- Teddle, C. B., and Stringfield, S. (2006). A Brief History of School Improvement Research in USA, In A. Harris and J. H. Chrispeels, *Improving Schools and Educational Systems*,
- Temesgen Teshome. (2011). The relationship between Leadership Style and Employee Commitment in Private Higher Education Institution of Addis Ababa City in Master's Thesis. Addis Ababa.
- Trottier, T., Van Wart, M., and Wang, X. (2008). Examining the Nature and Significance of Leadership in Government Organizations, *Public Administration Review*, pp 319-333 Retrieved October 23, 2014.
- Twigg, N. W. (2008). Educational leadership: The effects of perceived support, organization based self-esteem, and citizenship behaviors on student performance. *Journal of School Leadership*, 18(3), 256–277. <http://eric.ed.gov/?id=EJ888551>.
- Valentine, J. W., and Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin* 95(1), 5–30.
- Van de Grift, W. (1990). Educational leadership and academic achievement in elementary education. *School Effectiveness and School Improvement*, 1, 26-40.

- Verspoor, A.(2008). *At the Crossroads: Choices for Secondary Education in Sub Saharan Africa*. With the SEIA Team, Africa Human Development Series, Washington. DC: World Bank.
- Witziers, B., Bosker, R. J., and Krüger, M. L. (2003). Educational leadership and student achievement: The elusive search for an association. *Education Administration Quarterly*, 39(3), 398–425.
- ያለው እንዳወቀ ሙሉ፡፡(2009)፡፡የምርምር መሠረታዊ መርሆችና አተገባበር፡፡ ባሕር ዳር ዩኒቨርሲቲ፡ ሦስተኛ እትም፡፡ተፈራ ስዩም ማተምያ ድርጅት፡፡ገጽ 340፡፡
- Yukl,G.(1999). An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories: *Leadership quarterly*, 10(2), 285 – 305.
- Yukl, G. A. (2002). *Leadership in Organizations*: Prentice Hall. Upper Saddle River NJ.
- Yusuf AF (2016). Influence of Principal’s Leadership Styles on Students' Academic Achievement in Secondary Schools. *J. Innovative Res. Manage: Humanities* 3(1).
- Zonal Education Office (2017). Annual Education Report North Shoa Zone (Selale).

Appendix A: Questionnaire for Teachers

Dear teacher,

This questionnaire is designed for the purpose of collecting information on the principal leadership effectiveness study in relation to Student Academic Achievement at Government Secondary Schools of North Shoa Zone (Selale). Therefore, the researcher kindly requests you to provide the information required as the data will be used to improve understanding and practice. Please, be free that all the information in this questionnaire would be confidentially treated. So you are not required to write your names.

Please fill in the information required for the questions in parts I and II below.

Part I: Information Related to You

Please complete the following background information about you and your profession.

1. Name of the school _____
2. Gender (please tick “ X”): M F
3. Your total teaching experience in years, please circle one that applies to you:
A/ 0 – 5, B/ 6 – 10, C/ 11 – 15, D/ 16 – 20, E/ 21 and above
4. Your qualification, please circle one: A/ Diploma B/ BA C/ BSc D/ MA Other
(s)? Please specify _____
5. Which subject(s) are you teaching currently? A/ Maths B/ physics, C/ Chemistry D/
Biology E/ History F/ Geography G/ English H/ Afan Oromo I/ Amharic J/
Civic K/ sport Other(s)? Please specify _____
6. Which grade level(s) are you teaching currently? A/ Grade 9 B/ Grade 10
C/ both Grade 9 and Grade 10 Others? Please specify _____
7. Your teaching load per week: A/ Less than 5 periods B/ 5 – 10 periods
C/ 11 – 15 periods D/ 16 – 20 periods E/ 21 – 25 periods F/ 26 – 30 period

Part II: Information about effectiveness of the school principal

Please circle one number 1, 2, 3, 4, or 5 corresponding to each item below to indicate the effectiveness level of your school principal. Where 1= Ineffective, 2= Minimally Effective, 3= Satisfactorily Effective, 4= Highly Effective, 5= Outstandingly Effective.

No	leadership effectiveness questions	1	2	3	4	5
	Symbolizing (representing) Professional Practices and Values					
1	Shows respect for staff by treating us as professionals.	1	2	3	4	5
2	Sets a respectful tone for interaction with students.	1	2	3	4	5
3	Demonstrates a willingness to change own practices in light of new understandings.	1	2	3	4	5
4	Models problem-solving techniques that I can readily adapt for my work.	1	2	3	4	5
5	Promotes an atmosphere of caring and trust among staff.	1	2	3	4	5
6	Symbolizing success and accomplishment within our profession.	1	2	3	4	5
	Developing Structures to Foster Participation in School Decisions					
7	Delegate's leadership for activities critical for achieving school goals.	1	2	3	4	5
8	Distributes leadership broadly among the staff.	1	2	3	4	5
9	Ensures that we have adequate involvement in decision making.	1	2	3	4	5
10	Supports an effective committee structure for decision making.	1	2	3	4	5
11	Facilitates effective communication among staff.	1	2	3	4	5
12	Provides an appropriate level of autonomy for us in our own decision making.	1	2	3	4	5

No	Offering Individualized Support	1	2	3	4	5
13	Takes my opinion into consideration when initiating actions that affect my work.	1	2	3	4	5
14	Is aware of my unique needs and expertise.	1	2	3	4	5
15	Is inclusive, does not show favoritism toward individuals or groups.	1	2	3	4	5
16	Provides moral support by making me feel appreciated for my contribution.	1	2	3	4	5
	Providing Intellectual Stimulation	1	2	3	4	5
17	Is a source of new ideas for my professional learning.	1	2	3	4	5
18	Stimulates me to think about what I am doing for my students.	1	2	3	4	5
19	Encourages me to pursue my own goals for professional learning.	1	2	3	4	5
20	Encourages us to develop/review professional goals consistent with school goals.	1	2	3	4	5
21	Encourages us to evaluate our practices and refine them as needed.	1	2	3	4	5
22	Encourages me to try new practices consistent with my own interests.	1	2	3	4	5
23	Facilitates opportunities for staff to learn from each other.	1	2	3	4	5
	Demonstrating High Performance Expectations	1	2	3	4	5
24	Has a high expectation for us as professionals.	1	2	3	4	5
25	Holds high expectations for students.	1	2	3	4	5
26	Expects us to be effective innovators.	1	2	3	4	5
	Building School Vision and Goals	1	2	3	4	5
27	Gives us a sense of overall purpose.	1	2	3	4	5
28	Helps clarify the practical implications of the school's mission.	1	2	3	4	5
29	Communicates school mission to staff and students.	1	2	3	4	5
30	Encourages the development of school norms supporting openness to change.	1	2	3	4	5
31	Helps us understand the relationship between our school's mission and board or Ministry initiatives.	1	2	3	4	5
32	Works toward whole staff consensus in establishing priorities for school goals.	1	2	3	4	5

Taken from Leithwood, K., & Jantzi, D. (1999). Transformational School Leadership Effects: A Replication. *School Effectiveness, and School Improvement*, 10 (4), 451 — 479

Appendix B: Interview Questions for School Principals

Introduction: My name is _____ I am a student at JU _____ I would like to thank you in advance for participating in this interview. Before we begin, I will explain the purpose of this interview and ask you for permission to use the information from this interview. The purpose of the interview is to collect data on the principal leadership effectiveness in relation to students academic achievement in North Shoa Zone. *Please be free to stop me at any point to ask questions that may arise.*

I. Principal's leadership profiles and background information

1. Name of your school? _____
2. Sex _____
3. Please tell me your qualification(s) (B.A., B.Sc., B.Ed., M.Ed.) _____
4. Your field of study (Major/minor area) _____
5. Experience as a teacher (if any) _____ As a supervisor _____ as a vice principal _____
6. Total years of your experience as school principal _____
7. How long did you serve as a principal only in this school _____

II. Questions about your responsibilities as a principal

A. Symbolizing professional practices and values

Think about your school community, how did you treat the staff, students and other people so that an atmosphere of caring and trust would prevail? How willing were you to change your own practices in light of new understandings so that you could be a role model for your followers?

B. Developing Structures to Foster Participation in School Decisions

How often did you distribute leadership broadly among the staff so that they have adequate involvement in decision making in an autonomous way? Any evidence, please? Tell me about the communication systems that you used among your staff? How effective do you think was it?

C. Offering Individualized Support

How effective do think you were in considering opinion, needs and expertise of your followers? How often and whom did you provide moral support? Why?

D. Providing Intellectual Stimulation

How often did you stimulate teachers to think about what they were doing for the students? What types of programs did you have for teachers to develop professional goals consistent with school goals? What opportunities were there for the staff to learn from each other?

E. Demonstrating High Performance Expectations

What were some high performance expectations you have for teachers and students in the school?

F. Building School Vision and Goals

Tell me your school mission that you had in the past two or more years. How and to what extent did you communicate the mission to staff and students? Any evidences. How often did you encourage the development of school norms that is open to change, and work toward whole staff consensus in establishing priorities for school goals? Examples please.

Thank you for your willingness to cooperate in this interview

Appendix C: Interview Questions for School Supervisors

Introduction: My name is _____

I am a student at JU _____

I would like to thank you in advance for participating in this interview. Before we begin, I will explain the purpose of this interview and ask you for permission to use the information from this interview.

The purpose of the interview is to collect data on the effectiveness of secondary school principals in relation to academic achievement of students in North Shoa Zone (Selale).

Please feel free to stop me at any point to ask questions that may arise.

I. Your background information

1. Sex _____
2. Name of your Woreda? _____
3. Please tell me your qualification(s) (B.A., B.Sc., B.Ed., M.Ed.) _____
4. Your field of study (Major/minor area) _____
5. Experience as a teacher (if any) _____
As a vice principal _____
Years of your experience as school principal _____
6. Total years of your experience as supervisor _____
7. Your service in years only in this Woreda as supervisor? _____
8. Tell me the schools under your supervision _____

II. Questions about your responsibilities as supervisor [during 2009-2010 E.C.]

A. Symbolizing professional practices and values

Think about the school principal you were supervising, how did he/she treat the staff, students and other people so that an atmosphere of caring and trust would prevail?

How willing was he/she to change his/her own practices in light of new understandings to be a role model for the followers?

B. Developing Structures to Foster Participation in School Decisions

How often did the principal distribute leadership broadly among the staff so that they have adequate involvement in decision making in an autonomous way? Any evidence, please?

Tell me about the communication systems that the principal used among his/her staff? How effective do you think was that?

C. Offering Individualized Support

How effective do think was the principal in considering opinion, needs and expertise of his/her followers?

Did the principal provide moral support for the staff? Any evidence please?

D. Providing Intellectual Stimulation

How often did the principal stimulate teachers to think what they were doing for the students? What types of programs did he/she have for teachers to develop professional goals consistent with school goals? What opportunities were there for the staff to learn from each other?

E. Demonstrating High Performance Expectations

What were some of the high performance expectations the principal have for teachers and students in the school?

F. Building School Vision and Goals

Can you tell me if the school had mission in the past two or more years? How and to what extent did the principal communicate the mission to staff and students? Any evidence, please? How often did he/she encourage the development of school norms that is open to change, and work toward whole staff consensus in establishing priorities for school goals? Please, example.

Thank you for your willingness to cooperate in this interview.

The Mission & Vision of Abdisa Aga Secondary School (2010)

Mul'ata/vision

Lammii baratee amala gaarii fi gahuumsa qabu akkasumas lammii humna dimookiraasii, misoomaafi bulchiinsa gaarii dhugoomsu horatamee arguu.

Ergama/Mission/

- Barnoota qulqullina, walgitiinsaa fi gauumsa qabu lammii hundaan gahuu .
- Imaammata biyyattii irratti hundaa'uun hojii barnootaa karaa salphaan bu'aa guddaa fidu qopheessuun hojiirra oolchuu.
- Barnoota walmaddeessaa cimsuun afaaniifi aadaa uummata oromoo guddisuu
- Barnoota alwaaltessuun hawaasni mana barumsaa, maatiin barattootaa fi namoonni dhimmi ilaallatu hundi bulchiinsaa fi hoggansa mana barumsaa fudhatanii akka hojiirra oolchan gochuu.