

Leadership Practices and Students Academic Achievement in Secondary
Schools of Illu Aba Bora Zone



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DECLARATION

The researcher hereby declares that the thesis on the title, “Leadership Practices and Students Academic Achievement in Secondary Schools of Illu Aba Bora Zone” is my original work and that all sources that have been referred to and quoted have been fully indicated and acknowledged with complete references.

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TABLE OF CONTENTS

Table of Contents

TABLE OF CONTENTS	I
LIST OF TABLES	IV
ABBREVIATIONS AND ACRONYMS	V
ACKNOWLEDGMENTS	VI
<i>ABSTRACT</i>	VI
Chapter One	1
Introduction	1
1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Conceptual Framework	7
1.3.1. Independent Variables	7
1.3.2. Dependent Variables	9
1.4. Objectives of the Study	9
1.4.1. General Objective	9
1.4.2. Specific Objectives	9
1.5. Significance of the Study	10
1.6. Delimitation of the Study	10
1.7. Limitations of the Study	10
1.8. Definition of Key Terms	11
1.9. Organization of the Study	11
Chapter Two	12
Review of the Related Literature	12
2.1. The concept of Leadership	12
2.2. Educational Leadership	13
2.2.1. Creating a Vision:	14
2.2.2. Setting High Expectations:	14
2.2.3. Building the Capacity of Leadership:	14
2.2.4. Demonstrating Ethical and Moral Leadership:	14
2.3. School Leadership	15

2.4. Leadership Theories in Education	16
2.4.1. Transformational Leadership Theory.....	17
2.4.2. Instructional Leadership Theory.....	18
2.5. Measuring Leadership Practice	19
2.5.1. Modeling the Way	19
2.5.2. Inspiring a Shared Vision	20
2.5.3. Challenging the Process.....	20
2.5.4. Enabling Others to Act	21
2.5.5. Encouraging the Heart.....	21
2.6. Leadership Effectiveness.....	23
2.6.1. The Concept of Effectiveness.....	23
2.6.2. Elements of Effective Leadership.....	24
2.6.3. School Leadership Effectiveness.....	25
2.6.4. Characteristics of Effective School Leadership.....	26
2.7. Linking School Leadership to Learners’ Performance.	26
2.7.1. The School Leadership Practice and Student Achievement.....	31
2.8. Factors Affecting School Leadership Effectiveness	31
2.8.1. Leaders’ Characteristics	31
2.8.2. Organizational Characteristics.....	31
2.9. Student Achievement	33
Chapter Three	35
3. The Research Design and Methodology.....	35
3.1. Research Design.....	35
3.2 Method of Study.....	35
3.3. Sources of Data	35
3.3.1. Primary Sources of Data.....	35
3.3.2. Secondary Data Sources	36
3.4. Population and Sample Size.....	36
3.4.1. Sample Size and Sampling Techniques	36
3.5. Data Gathering Instruments	38
3.5.1. Questionnaires	39

3.5.2. Document Analyses	39
3.6. Validity and Reliability Checks	40
3.7. Data Collection Procedures	40
3.8. Methods of Data Analysis	41
3.9. Ethical Consideration	42
Chapter Four	43
4. Analysis, Presentation and Interpretation of Data	43
4.1. Characteristics of Respondents	44
4.2. Leadership Practices LP	45
4.3. Analysis of Students' Academic Achievement	66
4.4. Relationship Between School Leadership Practices & Student Academic Achievement..	74
4.5. The Difference on Leadership Practices in Secondary Schools	68
Chapter Five.....	78
5. Summary, Conclusions and Recommendations.....	78
5.1. Summary of the Major Findings	78
5.1.1. Leadership practice Model the way for student academic achievement	78
5.1.2. Leadership practice Inspire a shared vision for student academic achievement	78
5.1.3. Leadership practice Challenge the process for student academic achievement	79
5.1.4. Leadership practice Enable others to act for student academic achievement.....	79
5.1.5. Leadership practice Encourage the heart for student academic achievement	80
5.1.6. Leadership practice and Academic achievement.....	80
5.1.7. Challenges or problems that Affect school Leadership practices.....	81
5.1.8. Analysis of Students' Achievement	81
5.1.9. Relationship between school leadership practices & student academic achievement..	81
5.1.10. The difference on leadership practices in secondary schools	81
5.2. Conclusions	82
5.3. Recommendations	85
References	87
APPENDIX A.....	94
APPENDIX B.....	95
APPENDIX C.....	99

LIST OF TABLES

Table of Contents

Table3:1. Sample and Size.....	38
Table4.1. Characteristics of Respondents.....	43
Table4.2. Training Attended Relevant to School Leadership of Respondents	45
Table4. 3: Independent Sample t-test Modeling the Way Leadership Practice	46
Table4. 4: Independent Sample t-test Inspire a shared Vision Leadership Practice	49
Table4. 5: Independent Sample t-test Challenge the Process Leadership Practice	52
Table4. 6: Independent Sample t-test Enable others to Act Leadership Practice	55
Table4. 7: Independent Sample t-test Encourage the Heart Leadership Practice	58
Table4. 8: Independent Sample t-test the Leadership Practice Affects Students' Academic Achievement.	61
Table4. 9: Independent Sample t-test Challenges or Problems that Affecting school Leadership Practices.....	64
Table4:10: Relationship Between Model the way and Student Academic Achievement.	68
Table4:11: Relationship Between Inspire a shared Vision and Student Academic Achievement.69	
Table4:12: Relationship Between Challenge the Process and Student Academic Achievement. .70	
Table4:13: Relationship Between Enable others to Act and Student Academic Achievement.....	71
Table4:14: Relationship Between Encourage the Heart and Student Academic Achievement.....	72
Table4:15: Relationship Between School Leadership Practices and Student Academic Achievement.	73
Table4:16: ANOVA Table of Model the way Leadership Practice	74
Table4:17: ANOVA Table of Inspire a shared Vision Leadership Practice	74
Table4:18: ANOVA Table of Challenge the process Leadership practice.....	75
Table4:19: ANOVA Table of Enable others to act Leadership practice	76
Table4:20: ANOVA Table of Encourage the Heart Leadership practice	76
Table4:21: ANOVA Table of Five Leadership practice	77

ABBREBATIONS AND ACRONYMS

ANOVA: Analysis of Variance

EGSECE: Ethiopian General Secondary Education Certificate Examination

IABEB: Ilu Aba Bora Education Bureau

GPA: Grade point average

ETP: Education and Training Policy

LPI: Leadership Practice Inventory

MoE: Ministry of Education

REB: Regional Education Bureau

SD: Standard Deviation

SPSS: Statistically Package for Social Science

TDP: Teachers Development Program

WEO: Woreda Education Office

ZEO: Zone Education Office

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ABSTRACT

The purpose of this study was to examine the relationship between school leadership practice and students' academic achievement in terms of leaders' the five exemplary leadership practices. It also attempted to assess the extent to which leadership is effectively practiced and the difference on the leadership practice in the secondary schools of Ilu Aba Bora Zone. The study employed a correlation design and Quantitative method. Among 14 weredas in the zone, 7 were selected by simple random sampling technique and from woredas (7) target secondary schools were selected randomly. Data for the study were collected through questionnaires. Questionnaires were prepared and administered to 106 teachers selected by using simple random sampling techniques and 74 school leaders. The Leadership Practice Inventory (LPI) was employed to collect quantitative data. To check the relation of leadership practice and student academic achievement grade ten national exams obtained from zone education office. The data collected were analyzed by using descriptive statics a percentage, means, standard deviation and inferential statics, an independent sample t-test, one way ANOVA and Person correlation were employed to analyze quantitative data used by computing the data. The findings of this study revealed that the aggregated five leadership practices of both leaders ($M=3.63$, $SD=0.855$) and teachers ($M =3.43$, $SD=0.862$) agreed that leadership practices to support students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions of school leaders and teachers regarding the five leadership practice and poor performance of students' academic achievement. Results also showed that the combined leadership practices have positive relationship between leadership practice and students' academic achievement ($r=.297$, $n=7$, $P> 0.05$). The result also suggests that there is a moderate insignificant association between leadership practice and students' academic achievement. The result also shows there is significant difference exists among the sample schools on leadership practices. Furthermore, lacks of training, lack of experience, unavailability of educational resources are among the major factors that hinder school leadership practice. Generally, from the findings of the study, it was concluded that leadership practices have indirect and moderate relationship with students' achievement. It also school leaders are not effectively playing their leadership roles to improve student achievement due to limitations of capacity and other resource constraints found in the school. Therefore, it was recommended that Zone Education Offices and the Regional Education Bureau should build the leadership capacities of the school leaders by providing necessary leadership training and technical, material and professional support to secondary schools. School leaders should also be strongly committed to having instructional leadership roles and use more of the combination of the five exemplary leadership practices to improve students' academic achievement.

Chapter One

Introduction

This chapter deals with the research background, the statement of the problem, the objective of the study, the significance of the study, the delimitation of the study, limitation, definition of key terms and organization of the study.

1. Background of the Study

The school as the center of education and training system and an operational line of training in every country plays an important role in the activities for improving and developing the education system. Schools have a distinct role in the societies to provide access to concepts which enable students to move beyond their experience in ways that would not be open to them in their families and communities (White, 2007).

Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmes, with an overall coordination and educational leadership by boards or committees which consisting of members from the community (society) to plays an important role in facilitating faster implementation of academic matters and issues relating to the appointment and promotion of academic and administrative staff (MoE, 2002).

Scholars in the field defined leadership in various ways. For instance, leadership as a process by means of which a leader influences the students' performance (Northouse, 2010), According to Clark (1992), leadership is an activity an influence process in which an individual gains the trust and commitment of others and without recourse to formal position or authority, moves the group to the accomplishment of one or more tasks. Leadership involves influence, it occurs among people, those people intentionally desire significance changes and the changes reflect purposes shared by leaders and followers. Bass (1990) states that leadership is often regarded as the single most important implementers to success or failure of institutions. Ogawa and Scribner (2002) defined the leadership as a wide, diverse, and a growing set of stakeholders which are known as leaders, and they are largely responsible for school performance.

According to Bush (2007), Leadership is the process of influencing people to act for the accomplishment of specified objectives while ,Perera (2015) described a leader as a person who

motivates a group of people to achieve its tasks and maintain team unity throughout the process. Effective leader unifies and embodies the opinion of the people to any desired goals (Posner, 2012). Leadership thus, is not only a personality trait, but the way a superior or leader relates with his followers. It is the quality of bringing together the people of diversified opinions together with those of similar opinions.

Leadership qualities can be defined as the ability of a person or business man to willingly make other people or employees follow him (Kouzes & Posner, 2002). Schools' to deliver high quality education is dependent to a very large extent on its leadership quality. This implies that the leaders have an important role to play regarding educational quality improvement. The importance of the leaderships' role in the enhancement of quality in schools is determined by teachers who link their activities to the primary aim of the school, namely learner growth. The learner growth used as a measure for effective principal leadership.

Educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider administrators as the driving force and main source of the organizational development and academic growth of students (Bundrette, 2003).

School leadership is one factor contributing to students' academic performance. Effective school leadership is critical in promoting positive relationships between teachers and students. Farr (2011) deemed that "great teaching is leadership" that combines the applicability and capability of leadership principles employed in the transfer of knowledge. School staffs members must be use their knowledge and skills; they facilitate dialogue, communication, coordination, and collaboration across the school community; to contribute positively for students' academic achievement (p. 30).

Researches show that the role of leadership practice has a positive and significance effect on students' academic achievement. For instance, Leithwood, Harris and Hopkins (2006) stress the fact that leadership practice, mediated through teacher activity, contributed effectively to student outcomes (Leithwood et al., 2006). Louis (2010) refers to the same participative dimension, and he highlights how leaders of high achieving schools "worked effectively to stimulate

professional discussion and to create the networks of conversation that tied faculty together around common issues of instruction and teaching” (p. 45).

The study by Kouzes & Posner on leadership practices high achievement schools revealed five exemplary leadership dimensions pertaining to leadership practices that promoted school effectiveness: - Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart (Kouzes & Posner, 2007).

Marzano, Waters and McNulty (2005) also reviewed 69 studies published since 1978 and aimed at examining the effect of leadership on student achievement. From their analysis they concluded that: - leadership does make a difference in student achievement; the average correlation between leadership and student achievement is .25 and if not properly practiced, leadership can have a negative impact on student achievement.

As part of the leadership’s responsibilities at school, researchers argue that leadership is the most critical responsibility for the school. Hallinger and Heck (2011) also argue that schools that make a difference in students’ learning and academic success are those led by leaders who make a significant and measurable contribution to the quality of what transpires in schools. Moreover, the students’ academic success is directly related to the leadership’s practice is supported by author (Cheng 2005) For these authors, the leadership practice has significance effect on student academic performance indirectly by influencing the teacher’s behavior and attitude towards the core mission of the school in various ways.

In addition, since 1999 E.C quality of education issue has got attention. Quality issues have become a central theme in the education debate over the last few years. Increasingly, it is being acknowledged that quality must be seen in the light of how societies define the purpose of education as Ministry of education. The researcher believes that it is important to consider the leadership practices and students’ academic achievement of the school that exhibited by grade 10 national examinations with respect to the expected goal. Thus, this study aimed at investigating the relationship between school leadership practices and students’ academic achievement that enables to enhance a school’s performance as well as promote student academic achievement in secondary schools of Ilu Aba Bora zone.

1.2. Statement of the Problem

Effectiveness perspective is concerned with whether the things we 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 to be well documented. Leaders influence student performance through two primary pathways (Leithwood, 2010). 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 (Leithwood, 2010). However, the national educational assessment and examination agency statistics, students who score below basic standard (<50%) in the grade point average national examination are promoted with poor performance. Therefore, to make school leadership effective, the ministry of education has been working strongly to improve leadership capacities in different schools to support students' academic achievement.

According to the promotion of education and training policy (MOE,2002) students are required to have a minimum of fifty percent achievement in order to get promoted from one level to the next. However, below half percent (18.33%) students respectively for the last three years of Ilu Aba Bora are joining to preparatory with correspondence of the promotion policy. Although it is recognized that the academic result of secondary school student could be contributed to by many factors like leaders experience, leadership practice and inadequate resources highly correlated with student achievement (Kercheval & Newbill 2001). Reports indicated that the number of students who score preparatory result in 2008E.C 19.35%, 2009E.C 19.79% and 2010E.C 14.44% of the total G-10 students respectively for the last three years. The reports said that the causes of low achievements are all leaders at school level not committed to actively participate in teaching and learning process (IABEB, 2017/2018).

Students' academic achievement can be influenced in many different factors. Some of which might be due to individual student characteristics such as family background, intellectual ability, and motivation for learning (Mushtaq & Kahan 2012). They also stated that, there are factors related to the school leadership account for the influence on students' achievements, but there are certainly worthy of study. As to Leithwood and Riehl the highest influence on students'

achievements is attributed to leadership. Leadership has significant influences on students' learning second only to the influences of quality curriculum and teachers instruction (Leithwood and Anderson, 2004).

Moreover, there have been many studies related to educational leadership. For instance, Aklilu (2011) in his assessment of "Instructional leadership practice in the secondary school of Sheka zone" found out that instructional leaders do not possess the necessary knowledge and skills that help them in leading the school community as they were all subject specialist. This study was focused on instructional leadership only, whereas presently study provides emphasis on leadership practice and students' academic achievement of national exams in the zone.

Alemayehu (2011) study of "Educational leadership problems of government secondary school principals in East Shewa zone of Ormiya 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. This study was focused on Educational leadership problems and didn't treat variables that affect student achievement.

Gashawbeza (2016) study of "the relationship between leadership styles and students' academic performance in governmental preparatory schools of Addis Abab" the findings of this study revealed that however democratic leadership style has been employed in sample governmental preparatory schools, the relationship between leadership style of principals and students' performance is not statistically significant. The study was focused only on leadership style rather than leadership practices.

Adugna (2014) in his assessment of "The practice and challenges of school leadership in secondary schools of Ilu Aba Bora zone" found out that leadership as instructional leader are not using different mechanisms to demonstrate instructional practices and facilitate effective communication among staff by providing the latest information, they have insufficient contribution to strengthen teachers to spend more time on teaching learning and create school environment conducive to teaching. This study was assessed in secondary schools of grade 9-10 in general rather than focus on grade 10 national examination result from year to year. So, presently study provides emphasis on leadership practice and students' academic achievement of national exams in the zone.

The researcher's exposure as from the personal experience of the researcher serving as school teacher, principal and as a supervisor for about twenty years and from different trainings and workshops at the regional, zonal as well as woreda level helped him to know and think critically about the problems encountered in students' academic performance of preparatory entrance grade point average (GPA) national examination result from year to year. The need for special attention at secondary schools for overall success of students' academic performance is the rational that initiated the researcher to undertake this study to investigate the real problems of secondary school students' performance and relationship between leadership practice and GPA result of students in the Ilu Aba Bora zone.

Therefore, the main purpose of this study made to a correlation study designed was to assess the existing practice of leadership practice and its relation with students' academic achievement and suggest possible solutions to the factors associated with principals' role in selected secondary schools of Illu Aba Bora zone. Hence, the student researcher attempted to answer the following basic questions at the end of the study.

1. To what extent leadership is effectively practiced in secondary schools of Ilu Aba Bora Zone?
2. Is there relationship between school leadership practices and student academic achievement in secondary schools of Ilu Aba Bora Zone?
3. Is there a difference on the leadership practices in secondary schools of Ilu Aba Bora Zone?
4. What are the challenges or problems that affect the Leadership practices in secondary schools of Ilu Aba Bora Zone?

1.3. Conceptual Framework

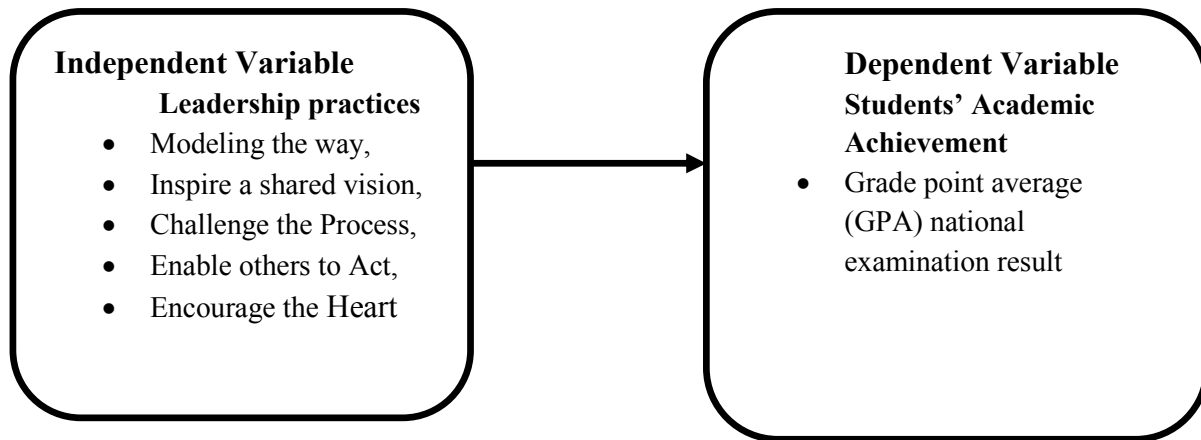


Figure1.1: Conceptual Framework of the Study

Source: Researcher (2018)

A conceptual framework helps simplify the proposed relationships between the variables in the study and show the same graphically or diagrammatically (Patrick, 2013). The conceptual framework of this study is based on the independent variable namely; Leadership practice. The dependent variable of this study is the student's academic achievement in schools. Figure 1 shows how the independent variable affect the dependent variable under study. The study conceptualized that high achievement of students and grade point average (GPA) national examination result can be influenced by a dimension of the leadership practices.

1.3.1. Independent Variables

The different leadership practices adopted by school leaders affect school performance of secondary schools in a number of ways. Effective school leadership directly affects teacher capacity, motivation, and commitment and working conditions, all of which directly affects teaching practices linked to student learning and achievement (Leithwood et al. 2006). Moreover, school leaders influence student achievement by encouraging and supporting teachers to invest in their professional development, focus on student learning, and participate in professional learning communities (Hargreaves, 2009).

According to (Louis, 2010) school leaders influence student learning mainly through establishing appropriate school conditions by setting goals, influencing culture, setting parameters for

classroom conditions through designing and managing curricular planning and resource allocations, and also by directly influencing teachers. School leaders and school conditions are influenced by a number of interacting factors such as state and district level policies and practices, outside stakeholders (for example community, media, interest groups), leaders' own professional experiences and practices, students and their family background, which all are directly responsible for student learning and achievement.

A dimension of leadership practices a strong and direct relationship between principals' daily leadership practices and students' achievement identified by Kouzes and Posner (2003). The five exemplary leadership practices include: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart (Kouzes & Posner, 2007).

The most comprehensive study available so far reporting directly on effect size by leadership dimension on student learning is by Viviane Robinson and her colleagues (2007, 2011). In their research involving meta-analysis of the research reporting on leadership impact on student learning, they found the five leadership dimensions having moderate to significant impacts on student achievement based on effect size: a) promoting and participating in teacher learning and development; b) planning, coordinating and evaluating teaching and the curriculum; c) establishing goals and expectations; d) strategic resourcing; and e) ensuring and orderly and supportive environment. Among the five leadership dimensions, the leading for teaching learning and development through formal and informal learning opportunities was found to be the most significant leadership dimension having effect size.

The study by Silins and Mulford on leadership in learning-organization high schools revealed six dimensions pertaining to leadership practices that promoted organizational learning: 1. Vision and objectives; 2. Culture (the principal is committed to build a nurturing and trusting environment for staff/student respect); 3. Structure; 4. Intellectual stimulation; 5. Individual support (the principal provides moral support, appreciation, and constructive feedback); 6. The expectation of results.

While exploring the leadership dimensions for effective school leadership, all the sources reviewed differ in terms of the number of leadership dimensions identified in the above mentioned by different scholars, but they all fully or partially recognize the which is applicable

to the education sector to leadership practices. Many researchers were employed the Leadership practices to conduct studies in the education sector. For example, Abu-Tineh, Khasawneh and Omary (2009) in Jordan, Perera (2015) in Malaysia, Godfrey (2007) in Nigeria, and Shimelis(2017) in Ethiopia are among the scholars conducted studies in the education sector using the five exemplary leadership practices include: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart (Kouzes & Posner, 2007).

1.3.2. Dependent Variables

The dependent variable in this study is academic achievement of students which could be measured in terms of 10th grade in secondary schools measured according to the delivered i.e. school academic means score in GPA. This student academic achievement on Ethiopian General Secondary Education Certificate Exams was treated as a dependent variable.

1.4. Objectives of the Study

1.4.1. General Objective

- ❖ The general objective of this study is to examine the relationship between school leadership practices and students' academic achievement and suggest possible solution in secondary schools of Illu Aba Bora zone.

1.4.2. Specific Objectives

The study was also having the following specific objectives:

1. Assess the extent to which leadership is effectively practiced in secondary schools of Ilu Aba Bora Zone.
2. Examine the relationship between leadership practices and student academic in secondary schools of Ilu Aba Bora Zone.
3. Identify the difference on the leadership practices in secondary schools of Ilu Aba Bora Zone.
4. List the challenges or problems that affect the leadership practices in secondary schools of Ilu Aba Bora Zone.

1.5. Significance of the Study

This study is expected to provide a better understanding in relation to the impact of principal daily leadership practices on student achievement in Ethiopian contexts. Its findings may help the Ministry of Education, Illu Aba Bora education Bureau and the Woreda Education Offices in formulating better strategies on how to improve the procedures they followed to recruit, select and train principals. Moreover, its findings may help them on how to enhance leadership practices and consequently improve student learning and achievement.

The findings of this study may also help in providing preliminary information regarding the influence of principal leadership practices on students' achievement in the context of the Ethiopian education system. It may also encourage other researchers to conduct in-depth and a long range analysis of the impact of school leaders on students' learning and achievement. Furthermore, it may inform policy makers to revisit and revise the current working policies and practices for leaders' recruitment, selection and training.

1.6. Delimitation of the Study

In order to make the study more manageable, the study was delimited to the investigation of school leadership practices and students' academic achievement in selected secondary schools of Illu Aba Bora zone. The study was delimited to seven sample woredas and seven selected secondary schools of the zone. The study was also confined only with school leadership activities and their relationship with students' academic achievement state the focus in terms of variable, location, time etc. Moreover, this study was focused only on grade ten national exams students' achievement. The reason to focus on grade ten national exams is that it is considered to be a standardized exam in Ethiopian case and provided at all secondary schools; hence, other grade levels and students' achievement on other exams were not treated under this study.

1.7. Limitations of the Study

Some limitations encountered the researcher during data collection of the study. These problems were low level of cooperation on the part of some teachers and leaders to fill the complete part of the questionnaires in accordance with the time and difficulty to access some school principals for communicate with researcher during the time of appointment. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get principals.

1.8. Definition of Terms

Leadership: is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplished shared objectives(Yukl, 2008)

School leaders: Refers to leaders namely: supervisors, principals, vice principal, department heads and unit leaders that take part in the leadership of teaching learning and management (Sergiovanni, 2001)

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

Achievement: is a summary of cognitive measure of what a student had learned as a result of many units or months of work (Guida, Ludlow & Wilson, 1985).

1.9. Organization of the Study

This study contains five chapters. The first chapter includes introduction part, statement of the problem, research questions, objectives of the study, significance of the study, theoretical framework, limitations of the study, and the definitions of basic terms. The second chapter contains a review of the related literature in relation to leadership and school leaders, and student academic achievement. The third chapter presents the methodology part that introduces the research method followed, the procedures and methods used to select samples, the data collection instruments employed and their brief explanations, the procedures and methods used to collect, analyze, and present the data. The fourth chapter presents analysis of data and the results obtained with regard to each research question. The last chapter contains the summary of the findings, conclusions, and recommendations.

Chapter Two

Review of the Related Literature

This review of literature focuses on the analysis of the concepts of leadership, Educational Leadership, School Leadership, Leadership Theories and Models, leadership practices and its five subcomponents (Modeling the Way, Inspiring a Shared Vision, Challenging the process, Enabling Others to Act, and Encouraging the Heart) identified by Kouzes and Posner in 2007, Leadership Effectiveness and Characteristics of Effective School Leadership. It also deals with the review of literature on a school leadership's contribution to educational institutions, and student academic achievement.

2.1. The concept of Leadership

Leadership is a complex concept and it is difficult to define it easily (Leithwood & Duke, 1999). Defining leadership is difficult because: - leadership involves a multitude of follower interactions, follower's interactions take place in various different types of organizations, and organizations have their own contexts and environments (Leithwood & Duke, 1999; Stewart, 2006). As a result, the concept and definition of leadership has been a topic of debate among scholars for many years (Leithwood & Duke, 1999).

However, scholars have tried to define it in different ways. For example, Yukl (2008) defined leadership as “ the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplished shared objectives” (p.8). Hence, according to Yukl, leadership is a process by which a person influences others to accomplish an objective and directs individual and collective efforts towards organizational goal achievement.

Some definitions of leadership focus on two functions of leaders “providing direction” and “exercising influence.” (Leithwood, Louis, Anderson & Wahlstrom, 2004). According to Leithwood, et al., 2004 each of these functions are carried out in different ways by different leaders and this resulted to different models of leadership.

Other scholars have identified three major areas common to most definitions of leadership. The first area is that leadership is directed towards organizational improvement (Leithwood, Harris & Hopkins, 2006; Marzano, Waters & McNulty, 2005). This indicates that, in any organization, the primary purpose of a leader is to improve the organization the leader is leading in some way. The

second common area in leadership definitions is direction setting within the organization (Leithwood, Harris & Hopkins, 2006; Yukl, 2008). To improve an organization there must be a clear direction towards which the leader is going to take the organization. Without direction, organizational improvement is not likely to occur. The third area common to leadership definitions is a leader's influence (Leithwood, Harris & Hopkins, 2006; Yukl, 2008). Influence is important regardless of who is exerting it, and how much is exerted (Leithwood & Duke, 1999), because intentionally exerted influence on followers (or employees) facilitates organizational goal achievement (Yukl, 2008).

Kouzes and Posner (2010) also explained that leaders who used "The Five Practices of Exemplary Leadership" are perceived by their followers to be better leaders. According to Kouzes and Posner, individuals who are working with leaders using the five leadership practices are found to be more satisfied with their leaders, more excited about their work, and become more productive in their performance (Kouzes & Posner, 2010). Therefore, this study was focused on the five practices of exemplary leadership identified by Kouzes and Posner since it includes all the areas explained by other scholars. To this end, leadership is an influence process in supporting others to work enthusiastically 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.

2.2. Educational Leadership

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, leaders are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of leadership as leaders. As to Sergiovanni (cited in Temesgen, 2011) Principals 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:

2.2.1. Creating a Vision:

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. (Tigistu, 2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools.

If a shared vision for learning is to be realized, effective leaders must demonstrate a “profound vision of service,” an “ability to communicate the vision to others” and the “persistence to move towards the vision” (Hoyle, 2007, p. 37). Conversely, Hoyle (2007) wrote, “If visions are to become shared, [they] must meet each person’s intrinsic need to reach for higher performance student academic achievement and to gain a feeling of personal accomplishment for the good of others. According to Hoyle (2007), Leaders, “must create a desire to be a part of a cause beyond themselves” (p. 61).

2.2.2. Setting High Expectations:

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students’ achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

2.2.3. Building the Capacity of Leadership:

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction to improve student academic achievement.

2.2.4. Demonstrating Ethical and Moral Leadership:

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to imitate. They also tend to improve academic achievement of students, and impart

attention to improve the student's performance. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do to bring a change on students' academic achievement.

2.3. School Leadership

School leadership is part of the school's capacity to deliver a high-quality education to its students, and therefore assessment of staff's and schools' "capacity for leadership" is essential (Marzano, 2005). School leaders' roles are numerous and range from managing the day-to-day functions of schools to introducing different methods, procedures and ways of doing things to make their schools effective and efficient (Marzano, 2005). Hence, principals are expected to possess the necessary knowledge and leadership skills to effectively lead their schools and to improve student learning and achievement (Ross & Gray, 2006). They must be able to encourage and motivate their staffs to accept the initiative and to provide the necessary resources and support for the staff to successfully improve students' achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

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

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

In addition, effective school leaders strike goal accountability standards for student achievement, promoting teacher professional development and advising parents and community members in school-related decisions (Childs-Bowen, 2005; Hurley, 2001; Lashway, 2003). In responding to increased standards for student achievement, effective school leaders recognize that they alone cannot be the sole instructional leader but must lead, coach, mentor and empower teachers and other staff members in the common pursuit of reform for school improvement (Barth, 2001; Hurley, 2001).

Moreover, school leaders can enhance teachers' learning by organizing and managing several programs concerning their professional development and by offering individual mentoring to them (Leithwood & Jantzi, 2006). Such leadership practices shared vision, modeling, enabling and inspiring create encouraging working conditions to motivate and influence teachers in the process of schools primary goal achievement (Leithwood & Jantzi, 2006).

Some of the leadership strategies that creating vision which could increase teacher's motivation are positive and supporting feedback, experience sharing with peers and open communication to explain in details the aims and actions that should be applied (Leithwood & Jantzi, 2006). Positive feelings gained as a result of personal goal achievement and positive feedback from the principal also have motivational value on teacher's performance and success (Leithwood & Jantzi, 2006).

2.4. Leadership Theories in Education

Within the realm of educational leadership there have many models proposed, however, few have been developed and empirically tested. Leithwood and Jantzi (2006) noted that many of the new theories of leadership tend to fall into the trap of leadership by adjective, where a new adjective is simply added to the term leadership. These new theories give the false impression that something new has been created, when in reality an old theory receives a new appendage and a new name. Because of this, only the most extensively researched models of leadership will be considered in this paper, which are transformational leadership and instructional leadership.

2.4.1. Transformational Leadership Theory

As research in transformational leadership established momentum throughout the 1990s, researchers in education began to apply this leadership theory to the school context. Bass (1990) has argued that transformational leadership is universal across organizations, which would suggest that this theory of leadership should transition nicely into education. In his book *Transformational Leadership: Industrial, Military, and Educational Impact*, Bass (1990) discussed the implications for leadership in education. Although there was not much detail in regards to educational impact, Bass did claim that the theory of transformational leadership applies to the school context. However, only one educational study was cited in the book, specifically that college presidents who displayed transformational leadership were seen as more effective when handling a financial crisis (Neumann, 2002). Recognizing the need for more research in this area, Bass has called for additional research on the applicability of transformational leadership in the school setting.

Leithwood (2010) continued the work of Bass (1990) in making a home for transformational leadership theory in education. The research by Leithwood and colleagues follows many of the same principles of transformational leadership with a few modifications to the school context. Additional changes have also been made with more modern conceptualizations, such as Griffith's (2004) model. The main changes to the traditional model developed by Bass are with the dimensions of individualized influence and inspirational motivation; Leithwood breaks down these dimensions into more specific behaviors, while Griffith combines the two dimensions into charisma/inspiration.

Transformational leadership has been suggested as the ideal leadership style for schools considering substantial reform, as change management is strength of transformational leaders (Leithwood & Jantzi, 2006). This is accomplished because transformational leaders affect employee motivation and commitment, which can lead to the extra effort required by teachers to make the necessary changes for school reform (Leithwood, 2010). It has also been noted that in order for school reform to be successful there needs to be appropriate power relationships among stakeholders. Administration, staff, parents, and students need to be actively involved in the decision making process. Transformational leadership involves incorporating stakeholders into

the mission of the organization by creating the vision and climate necessary for change (Leithwood, 2010).

School principals who exhibit transformational leadership have been associated with positive outcomes such as improvements in the school environment, teacher and staff relations, and student achievement (Griffith, 2004).

2.4.2. Instructional Leadership Theory

Another theory that has also received much attention in the literature is instructional leadership. Researchers examining school effectiveness or program improvement in the late 70s noticed that a skillful principal was a key factor in accounting for successful change or school improvement (Hallinger, 2011). Instructional leadership was conceptualized by these various researchers and dominated the educational literature for the next two decades. Although extensive research has been conducted using instructional leadership, there have been differing models measuring instructional leadership (Ubben & Hughes, 2001). Although there are differences in instrumentation, there is considerable overlap between the various models present in the literature.

Instructional leadership has been broadly defined as leadership functions related to teacher instruction and student learning (Marks & Printy, 2003). Although there are differences among researchers about the particular indicators of instructional leadership, six consistent themes are found throughout the literature (Hallinger, 2011; Leithwood, 2010). The six themes describe an instructional leader as one who (1) focuses on instruction and learning, (2) develops and communicates school goals, (3) coordinates and supervises the school curriculum, (4) monitors and evaluates student progress, (5) maintains high visibility and a hands-on approach, and (6) provide incentives for teachers and students (Hallinger, 2011).

Leithwood (2011) summarized instructional leadership as having four main tenants. First, instructional leadership focuses primarily on the role of the principal in developing, directing, and supervising the curriculum and instruction in the classroom. This style of leadership has the principal very much in control of the classroom experience with a strong and directive presence in the school. Secondly, instructional leaders are more hands-on with their teachers in order to

improve teaching and learning. Third, instructional leaders are goal-oriented. Lastly, instructional leaders establish high expectations and standards for teachers and students.

2.5. Measuring Leadership practice

Kouzes and Posner (2007) identified a set of essential human relations skills that leaders should have to possess to promote success within organizations they are leading. These exemplary leadership practices, according to Kouzes & Posner, are categorized into five major areas. These are: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart (Kouzes & Posner, 2007).

Each of the five practices and thirty corresponding commitments of the LP are consistent with the dimensions and critical attributes of school leadership practices (DuFour et al., 2004 & Schmoker, 2006) and have been found to have a strong predictive validity of the over-arching construct of school leadership practices (Sheard, 2004 & Tebbano, 2002).

One example of the school leadership practices indirect relationship to student achievement as measured by the LP is found in Jarnagen's (2004) study of high school leaders in Tennessee. Comparing LP scores for leaders and staff against teacher responses on the Purdue Teacher Opinion, Jarnagen (2004) discovered significant correlations between each of the five individual leadership practices, as well as the combined average of all five leadership practices to school morale.

2.5.1. Modeling the Way

Modeling the Way refers to leader's ability to demonstrate the guiding principles and the shared vision of the organization through the leaders personal thoughts and actions and encouraging others within the group to act in a similar fashion (Kouzes & Posner, 2002). According to Kouzes and Posner (2003) the first step to be a good leader is using words guided by the leader's personal beliefs and values rather than the words of someone else. This strong commitment to beliefs and a clear set of values lends credibility to the leader (Kouzes & Posner, 2003). To inspire goals and improve achievements at the highest levels words alone are not enough but leaders' deeds are far more important than their words (Kouzes & Posner, 2002).

When modeling the way, effective leaders articulate and model their espoused values and are authentically committed to the principles and actions which consistently reflect their beliefs

(Sergiovanni, 2011). Because learning organizations are viewed through the lens of processes and relationships, leaders must remember that “conversation becomes the primary medium for meaning and change” (Mitchell & Collom, 200). As such, it becomes incumbent upon the principal to earn and sustain a high degree of personal credibility by articulating and clarifying personal values through both words and actions to improve students’ performance.

2.5.2. Inspiring a Shared Vision

The second major area, inspiring a Shared Vision, has to do with a leader’s vision of the future and the leader’s vision ability to inspire others to see the ultimate possibilities for success (Kouzes & Posner, 2003). Kouzes and Posner stated that people are not willing to follow someone that is not forward-looking. Hence, leaders should have a desire to make something happen, to change the way things are, to create something that no one else has ever created before (Kouzes & Posner, 2003). In general, Kouzes and Posner (2007) stated that, “Leaders breathe life into the hopes and dreams of others and enable them to see the exciting possibilities that the future holds” (p.18).

Leaders are their organizations’ ambassadors of shared values and must set the example by aligning personal actions with espoused values. How school leaders spend their time, engage in conversation, ask purposeful questions, and utilize feedback, send strong messages to staff members (Kouzes & Posner, 2007). Because the school leader’s primary task is to establish a shared vision and to create goals and supportive structures which align with that vision (Fullan, 2005; Lashway, 2003), it becomes imperative that the principal’s behaviors and actions exemplify the espoused values of the student achievement (Hoyle, 2007; Hurley, 2001).

2.5.3. Challenging the Process

The third major area, Challenging the Process, stresses the issue that the leader must constantly search for opportunities to challenge the status quo (Kouzes & Posner, 2007). Leaders are expected to find new ways to improve the organization through seeking, developing, and encouraging innovation (Kouzes & Posner, 2007). Effective leaders are willing to take risks to bring improvements in their organizations (Kouzes & Posner, 2003).

The principles of action orientation and experimentation, continuous improvement, and results orientation, comprise the “curricular focus” of school learning as described by DuFour and Eaker

(2004, p. 151). The curricular focus of DuFour and Eaker's (2004) leadership practice model embodies the concept of challenging the process by maintaining an unrelenting focus on the success of all students' academic achievement by encouraging experimentation and risk, innovation, and learning. The fundamental premise of leadership practices "that all children can learn at high levels" (DuFour et al., 2004, p. 1), challenges the status quo prevalent in many schools (Schmoker, 2006), and requires staff members to learn how to learn together.

2.5.4. Enabling Others to Act

The fourth area, Enabling Others to Act, focuses on leadership practices directed towards facilitating collaboration and team building within an organization (Kouzes & Posner, 2003). Exemplary leaders foster collaboration, build trust, involved stakeholders, and create an atmosphere of mutual respect (Kouzes & Posner, 2007). When leaders establish an environment where people feel strong, capable, and committed greater achievement is possible (Kouzes & Posner, 2002).

Aligning work structures through common planning times, vertical and horizontal teams, frequent and relevant staff development opportunities, and ongoing professional dialogue, effective school leaders ensure that the school's vision becomes a guide for both developing trust and collaborative teams (Fullan, 2005). In developing conditions for organizational learning, school leaders must understand that building a school's capacity to learn is a collective rather than individual task. Staff members who engage in collaborative team learning are empowered to learn from one another, and thus create the momentum for continued improvement of student performance.

2.5.5. Encouraging the Heart

The fifth major area, Encouraging the Heart, addresses exemplary leadership practices for celebrating the successes of individuals and that of the organization as a whole (Kouzes & Posner, 2003). According to Kouzes & Posner (2003) leader's positive feedbacks keep people to engage and focus themselves on goals of the organization. It is very important for a leader to show appreciation for peoples contributions, and this has to lead to a culture of genuine celebration (Kouzes & Posner, 2002).

Encouraging others is a moral imperative for authentic leaders and becomes a practical means of reinforcing behaviors which align with established group norms and values (Blankstein, 2004; Kouzes & Posner, 2007). Effective school leaders offer encouragement by recognizing individual and group contributions, celebrating values and achievements, and linking positive behaviors with concrete and affective rewards (Kouzes & Posner, 2007). In studies describing sustained reform efforts and organizational learning, collaborative and relationship-enhancing leadership has been shown to have a significant effect on student academic achievement and the development of successful learning communities (Blankstein, 2004; Duke, 2004; Newman, 2002).

The Leadership Practices Inventory (LPI) is developed by Kouzes and Posner in 2002 as an instrument to measure or quantify these five exemplary leadership practices. Abu-Tineh, Khasauneh and Omary (2009) explained the LPI as a survey instrument that has been field tested and proven tool in identifying the behaviors that make a difference in leaders effectiveness. To this end, it is better by using this instrument to measure or quantify these five exemplary leadership practices to identify how leadership practice implemented in the school for students' achievement.

Although the LPI measures the extent to which leaders are perceived to demonstrate the five practices of exemplary leaders, school leaders must exercise their skills within the context of their given situation (Hoyle, 2007). "Because leadership is a reciprocal process between leaders and constituents" (Kouzes & Posner, 2007, p. 28), behaviors become contingent upon the setting, the needs of the organization, and the goals being pursued. Learning how school leaders exercise leadership practices and demonstrate flexibility within different settings, therefore, may be more important than the mere identification of specific skills or behaviors (Hoyle, 2007; Lashway, 2003; Marzano et al., 2005).

In light of these reviews, the above mentioned section discusses each of the five leadership practices and provides insight regarding how the behaviors identified by Kouzes and Posner (2002) relate to the role of the school leader in developing conditions for organizational learning and high student academic achievement.

2.6. 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 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, anticipate change and prepare people for it, able 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.

2.6.1. The Concept of Effectiveness

Effectiveness is defined in different ways. However, as to Lamb (2013), effectiveness perspective is concerned with whether the things we 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 (Lamb, 2013).

2.6.2. 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 are treated as follows:

A/ Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (2001) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students.

B/ Schools Leaders as Change Agents

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

C/ Creating an Orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (cited in Tigistu, 2012) made remarks that the leader of the school has a

particular responsibility to lead the staff in developing school policies to control student behavior. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school.

Ubben and Hughes (2001) enumerate about two of the most vital premises: I) learning occurs best in an orderly environment and II) the environment enhanced when the staff behaves in an orderly and internally controlled way. Cooperativeness among every school community, proper student behavior control system and encouragement of leadership for high achievements of teachers and students are indicators among others conducive environments of schools.

D/ Being a Visionary Leader

An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. The definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreed vision is a stimulant to work hard towards the desired common goals.

E/ Human Resource Development

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

2.6.3. School Leadership Effectiveness

Leadership effectiveness means providing a decided, decisive or desired effect. It also defined as the extent to which an organization achieves the objectives for which it was established. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. Sergiovanni (2011) perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility. Edmond (2012) also identified five factors

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

2.6.4. Characteristics of Effective School Leadership

The above controversies in the concept and theories of leadership also rise in effectiveness. This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundrette, 2003). Democracy is supposed to be the foremost political goal of education, should not be reflected in the ways in which schools are led if schools are to be judged effective (Bundrette, 2003). They also emphasize that leadership operates within the social culture of its time. For the organization to be successful in achieving its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of leader. If the leader is capable to influence subordinates in using appropriate leadership practice in accordance with their levels of maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success (Schermerhorn, 2000).

2.7. Linking school leadership to learners' performance.

Harris (2012: 14) argues that students' outcomes are more likely to improve when leadership sources are distributed throughout the school community and teachers are empowered in the areas of importance to them. Moreover, both teachers' and learners' morale improves if they are included and involved in the school decision-making process (Harris, 2012: 14). Distributing leadership to teachers, explains Harris (2012: 16), can support positive instructional change and, through this process, a principal develops the leadership capabilities of teachers, hence contributing indirectly to student learning outcomes. According to Leithwood, Pattern and Jantzi (2010: 672), school leadership has an indirect influence on student learning that normally takes place through school goal-setting processes, the school culture, and decision-making processes, the provision of resources, teachers' commitment and attitudes towards change, instructional practices and an orderly environment. The literature revealed that there are three distinct "paths" in which school leadership influences the flow to improve student learning, namely rational, emotional and organizational paths (Leithwood et al., 2010: 673).

The variables on the rational path, explain Leithwood et al. (2010: 674), are rooted in the teachers' knowledge and skills about teaching and learning. This implies that school leaders are expected to focus their attention on supporting teachers to provide students with immediate constructive feedback, applying various teaching strategies and managing classrooms effectively to improve learners' academic performance. The emotional path, clarify Leithwood et al. (2010: 675-677), encompasses the feelings, dispositions, or affective states of staff members, both individually and collectively, in relation to school-related matters. School leaders have the potential to influence teachers to develop their professional emotions and attitudes and encourage them to networking with other staff members facing similar challenges to learn from their experience. In addition, state Leithwood et al. (2010: 677), school leaders can improve teachers' emotions by promoting cooperation and collaboration among staff members on common goals; offering individualized support and respect to individual staff members; demonstrating concern about their personal feelings; maintaining an open-door policy; and valuing staff opinion. Goddard (2003) (in Leithwood et al., 2010: 678) argues that, when teacher-learner relationships are characterized by trust, academically supportive norms and social relations have the potential to move students towards academic success. Thus, state Leithwood et al. (2010: 678), school leadership is a critical contributor to trust among teachers, parents and learners. Principals engender trust among teachers and learners when they recognize and acknowledge their vulnerabilities and listen to their personal needs as soon as possible to reconcile them with a clear vision for the school.

Leithwood et al. (2010: 679-680) explain that the organizational path is represented by instructional time and professional learning communities. This means that the amount of time devoted to instruction has an effect on student learning progress. If instructional time is wasted, it will have a negative effect on learners' academic performance. Principals, they contend, should provide schedules and protect the time allocated for teachers to meet professional learning communities, guiding the goals and vision for professional development and providing other resources to allow professional learning communities to operate smoothly (Leithwood et al., 2010: 680).

Foster (2005: 35) contends that competent administrators and teacher leadership contribute to school success. Therefore, states Foster (2005: 51), school leadership should be a choice open to

all school members interested in participating in activities that support improved teaching and learning, and school success. Hallinger and Heck (2011: 7) argue that school leadership should focus on fostering conditions that support effective teaching and learning and that are oriented towards capacity building for professional learning and change. School leadership, they maintain, should also emphasize governance that empowers others and encourages broad participation in and responsibility for learners' academic performance. Moreover, school leadership, assert Hallinger and Heck (2011: 7), is proposed to achieve its effects on academic outcomes indirectly through building the school's professional capacity and by maintaining a focus on improvements in the teaching and learning processes. According to Kormla (2012: 14), a lack of school leadership in some schools lowers students' achievement, because the absence of quality leadership results in ill-adapted school organization and programmes'. In addition, Kormla (2012: 14) states that the absence of school leadership also leads to unstable and difficult staffing, students' negative attitudes towards academic achievement and, discipline, unhealthy systems and climate, and noncooperation of parents and the community.

According to Hattie (2003: 4), literature on teachers' influences on students' learning and achievement in the U.S.A and New Zealand revealed that excellent teachers have the most powerful influence on learners' achievement. However, says Hattie (2003: 4), despite the teachers' role in students' academic achievement, effective leadership creates a climate of psychological safety to learn. Effective leadership, states Hattie (2003: 4), influences a healthy school climate, which includes cultural responsiveness to enhancing efficient teaching through the expertise of the teacher and harnessing the students' prior knowledge for effective learning and achievement. In countries where traditional and local attitudes and customs show little respect for educational norms and regulations, the principal's committed instructional and managerial leadership becomes crucial for any effective teaching and learning to take place (Hattie, 2003: 4). Therefore, contends Hattie (2003: 4), the school cannot function without the commitment of either a principal or teachers. Leithwood et al. (2008: 29-30) say there are four categories of leadership practices that contribute to successful school leadership: building a vision and setting directions; understanding and developing teachers; redesigning the organization; and managing the teaching and learning programmes:

- Building a vision and setting directions: This practice is aimed at building a shared vision that fosters the acceptance of group goals and demonstrates high performance expectations. It reflects on and adds to the functions of motivating and inspiring teachers, and clarifying school roles and objectives.
- Understanding and developing teachers: The primary aim of this practice is to enhance the knowledge and skills that teachers need to accomplish organizational goals, as well as the commitment, capacity and resilience that persist in applying the knowledge and skills.
- Redesigning the organization: This is aimed at building collaborative cultures, restructuring the organization, building productive relationship with parents and the community, and connecting the school to its wider environment. It also manages conflict and team building, delegating, consulting and networking.
- Managing the teaching and learning programmes: This practice aims at staffing the teaching programme, providing teaching support, monitoring school activities and buffering staff members against distractions from their work. It places a special emphasis on monitoring school activities as key to successful leaders' behaviors.

2.7.1. The School Leadership Practice and Student Achievement

(Hallinger & Heck, 2011; Louis et al., 2010; Waters et.al 2003), in their widely publicized meta-analysis examining the relationship between leadership practice and student academic achievement, Waters et al. reported correlations of five leadership practices with student academic achievement. The average correlation of $r = .25$ demonstrated a small but significant indirect relationship between leadership practice and student academic achievement. Louis et al., (2010) found leaders can influence student academic achievement in two primary ways: (a) through development of effective teachers, and (b) through effective school processes.

Newman et.al (2002) stated “we recognize the leaders as a critical force in the school’s capacity to educate students” (p. 264). In fact, among school related factors associated with student academic achievement, leadership is second only to classroom instruction while many have always considered leaders to be a key to the successful operation of a school, the evidence of the relationship between leadership practice and student academic achievement.

Literature review has shown that there is a broad and universal agreement that leadership practices play a pivotal role in ensuring high learner achievements (Mitchell and Collom 2001). “To sustain high levels of students’ academic achievements, school leaders need to be successful leaders and should act as instructional leaders” (Leithwood et al. 2004)

Students learning and achievement are influenced by a combination of leadership practices which jointly address school activities and staff development, and focus on enhancing the processes of teaching and learning (Leithwood et al. 2004).

Research has determined that leadership practices can have a significant, yet indirect, impact on student outcomes (Hallinger & Heck, 2011; Waters & McNulty, 2003; Stewart 2006), specifically studied leadership practices and found that these specific practices had an indirect influence on student academic achievement. Heck and Hallinger (2011) also noted that a leader can impact classroom instruction, but indirectly through the development of school process rather than through direct supervision of classroom practices. Given that a leader is generally not involved in the direct delivery of instruction, the practices of the leader, especially when supportive, collegial, and not overly restrictive, can have a positive impact on student achievement through the impact this practice has on school activities and thus his or her teachers (Heck & Hallinger 2011).

When the school leader develops a strong, clear, shared vision, model the way and focuses resources and attention on the overall improvement of the school, the results are positive changes in student outcomes (Stewart, 2006). As researcher understands and different Literature review has shown that there is a broad and universal agreement that schools’ leadership practices play a pivotal role in ensuring high learner academic achievements and leaders can influence student academic achievement in two primary ways: through development of effective teachers, and through effective school processes. This means the leadership practice of the school could affect the academic achievement of students positively or negatively.

2.8. Factors Affecting School Leadership Effectiveness

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

2.8.1. Leaders' Characteristics

Leaders Educational Background: An effective leaders needs to have knowledge on series of specific technical, human and educational skills. In line with this idea Sergiovanni (2011) explained these skills in to a serious of behavioral forces described as technical forces: being a good manager and applying good planning, organizing, coordinating, and controlling techniques to ensure optimum effectiveness of the organization; the human forces: emphasize human relations' skills, implementing good motivational techniques, and building good moral within the organization.

Leaders' Work Experience: The ability to learn from experience is one that that leader needs to develop and foster. School leaders obviously should work for a few years as a teacher before he/she assumes a leadership so that he/she could gain a number of understandings about students, the role of the community, the problems and teaching, and some of the school administrative problems. Because the leader works with a wide variety of people, it is valuable if his work experience includes some practical experience outside of the field of professional education that he/she could gain through panel discussion, conference, seminar or workshops, in light of this point (Corbally, 1961) pointed out that through such experience, the prospective leader can gain understanding and skills in working with people, if he recognizes the opportunity for learning from experience. In effect the more the experienced leader will become the more effective instructional leader.

2.8.2. Organizational Characteristics

In this context, organizational characteristics are to mean the existing factors in the school that affect the leadership process.

Availability of Educational Resource: The first factor is the availability of educational resources, which include human, material and financial resources. The availability of essential resources like teachers, textbooks, machineries, supplies and finance are crucial to the success of effective leadership role. The availability of educational resources may constrain or facilitate the

leadership function. Gorton (1993) indicated that lacks of resources are serious obstacle to effective leadership. Experience also shows that shortage of qualified trained teachers makes leadership process problematic.

Role Diversity: The second organizational factor is the role diversity about which most school leaders complain. Exercising leadership takes time and energy over and over that which must be spent on administering a school or school district (Gorton, 1993). Responsibilities other than instructional leadership will frequently press for the principal's time and drain his/her energy, leaving him/her with the feeling that he/she is spread too thin.

Professional Norm: Professional norm is another organizational factor that influences leadership effectiveness of the principals. Corbally and others (1961) indicate that teachers in secondary schools are sensitive, intelligent people who feel that their professional preparation and experience have equipped them to do a job skillfully. Gorton (1993) also added that teachers do not always recognize the principals as instructional leader. This is because they consider him/her as not having necessary expertise regarding the actual teaching and learning process.

School Size: The research on the impact of school size on effectiveness of leadership is limited. Lashway (2003) says “Small schools are more likely to nurture a sense of belonging and community, engaging active student involvement through a positive, humane and caring atmosphere.” This implies that leaders are more likely to operate in a participative mode and Lashway (2003) claims that interpersonal relations are more positive in small schools.

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

Instructional Policies and Practices: This policy has resulted in a substantial reduction in high school enrollments, partly by reducing the age at which students drop out of school. But strongly suggests that retention policies for pupils with a relatively robust sense of academic self-efficacy, the raising of standards with clear sanctions for failure can be positively motivating.

Class Size: By now, there is little debate in the research community over the contributions to student learning of smaller school class sizes. Evidence about class size effects not only identifies optimum sizes from a typical 22 to 30 student class to an approximately 15 student class have the potential to significantly increase student achievement, it also suggests that the greatest benefits of reducing class size are found in the first two years of schooling when accompanied by appropriate adaptations to instruction (Finn, 2001).

2.9. Student Achievement

Many researchers have discussed different factors that affect student academic performance. Some listed various factors that affect students' academic performance. Nevertheless, Waters and Marzano (2006) asserted that identifying the most contributing variables to quality of academic performance is a very complex and challenging job. Among the different factors that have been identified and studied for many years as important factors that play decisive role on student academic success include school environment, personal characteristics of learners, school personnel, and members of families (Goddard, 2003).

Some researchers classified the factors that strongly affect students' performance as classroom factors and non-classroom factors (Mushtaq & Kahan, 2012). Classroom factors include class schedules, class size and general environment of the class, learning facilities, course delivery methods and examinations systems, complexity of the course and curriculum materials, teachers role in the class, and technology used (Mushtaq & Kahan, 2012). Non classroom factors include extracurricular activities, family related factors, social factors and other related issues (Mushtaq & Kahan, 2012).

More specifically conducted studies indicated that parental socioeconomic status such as parental education, occupation, income, and facilities, affect student academic success. They affirmed that parental education and family socioeconomic levels positively correlated with student's achievement (Mitchell & Collom, 2001). Students from families with better level of socioeconomic status perform better than students with low level of socioeconomic status (Eamon, 2005).

On the other hand, Karemera (2003) found that students' performance is significantly correlated with schools environment and facilities like library, computer laboratory and competencies of

teachers and school principal. Moreover, some study findings also indicated that school principals' daily leadership practices have a remarkable relationship with students' achievement. Waters & Marzano (2003) asserted that there is a .25 average effect size between school principals' leadership and students' achievement.

Though varied factors were indicated and discussed to influence student achievement, in this study, however, focus will be given on addressing the relationships of leadership practices and factors subjected to principals' activities with students' achievement.

In summary, the review of the above mentioned literature over the past decade school-based leadership accountability has assumed increased importance. Strong school leadership is defined as having knowledge of teaching and learning processes and the power to motivate other members of the organization to achieve and work toward the common good of the school. Leaders are having the ability to know the leadership behaviors that match the needs of the school's stakeholders. The literature is consistent on the position that strong leadership by the principal is needed with regard to an important aspect of the school. Although different stakeholders found in a school, a leader is a prominent figure who has the power to influence others. The leader's role as a school manager has shifted toward a direct responsibility for classroom results as measured by student academic improvement. They are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership practice for their effectiveness. In turn, school leaders are obligated to positively influence the school's capacity to raise student learning gains. It is this paradigm shift that generates a school wide need to focus on school improvement.

Chapter Three

3. The Research Design and Methodology

3.1. Research Design

This research was conducted through correlational design. A basic rationale for this design is that the adoptions of a correlational research design were that it supports the establishment of relationship between leadership practices and student academic achievement. The correlation research design aimed at determining the nature, degree and direction of relationships between variables or using these relationships to make an interpretation (Cohen, Mannion & Morrison 2007). Anderson (2008), argued that correlation design is concerned with describing the degree or magnitude of relationship between two variables. This model was chosen for it helps to refine and explain the general pictures of the research problem obtained by the quantitative data (Subedi, 2016)

3.2. Method of Study

Quantitative research method was employed in order to achieve this purpose. The method was selected with the assumption that it would sufficiently identify the leadership practices in the dimensions which were selected by researcher. The quantitative method was useful for describing trends and explaining the relationships among variables. So, the researcher interested to build on the strength of the method. It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006).

3.3. Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about school leadership practices and student academic achievement under the study area.

3.3.1. Primary Sources of Data

Primary data were gathered from the key informants for information such as principals, vice principals, unit leaders, supervisors, department heads and teachers who have direct and indirect involvement in leadership task at school level. All of them were taken as data source to obtain first hand data on the practice of school leadership.

3.3.2. Secondary Data Sources

Data also were gathered from Students' academic achievements for three consecutive years (2008 E.C. - 2010 E.C.) on grade 10 GPA which is joined 11th grade were analyzed. The source documents are Illu Aba Bor Zone reports on students' achievement and summary documents of grade ten national exams as secondary sources of the study.

3.4. Population and Sample Size

3.4.1. Sample Size and Sampling Techniques

A study population is the entire group of which a researcher intends the results of a study to apply. There are 14 woredas and 34 secondary schools whose students sat on grade 10 national examinations in Illu Aba Bora zone in 2010 E. C. From these woredas, seven (50%) of them were selected as a sample for the study using the simple random sampling technique of lottery method. This was because in simple random sampling, every member of a population has an equal and independent chance of being selected as sample. The selection of seven woredas are more effective to be represented the population of the study in the zone and investigated the real problem in secondary schools of zone. The population of this study consisted of school leaders (principals & vice- principals, school supervisors, unit leaders and department heads) and teachers in secondary schools of selected seven woredas of Illu Aba Bora zone.

Since the study was delimited for those seven secondary schools selected from the population of the study because of the large size of the total schools. Thirteen secondary schools found in the sample woredas (IABEB, 2017/2018). All the thirteen secondary schools' principals, vice-principals, school supervisors, unit leaders and head teachers and teachers were the population of the study. Because of the large size of the total population, the researcher used simple random sampling techniques to determine the target secondary schools from woredas which have more than one secondary school and purposive sampling for that has only one secondary school.

Thus, from the thirteen secondary schools, only seven secondary schools from different woredas were selected as a sample of the study. Seven target secondary schools from seven woredas were selected randomly, 7(100%) principals, 7(100%) vice- principals, 7(100%) school supervisors, 7(100%) unit leaders and 46(100%) department heads were included through purposive sampling technique and to insure the representativeness and manageability of the study, from population

204 teachers about 111(54.41%) sample subject teachers were selected by using simple random sampling technique. Thus the total sample sizes for the study was 185 respondents.

According to Yamane (1967:886) provides a simplified formula to calculate sample sizes is shown below. A 95% confidence level and $P = .5$ are assumed for

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

Where n is the sample size, N is the population size, and e is the level of precision. When this formula is applied to the above sample, we get

$$n = \frac{278}{1 + 278(0.05)^2}$$

$$n = \frac{278}{1 + 0.695}$$

$$n = \frac{278}{1.695} = 164(58.99\%)$$

Therefore, the researcher believed that the number of sample designed represented the population of the study.

Table3:1. Sample and Size

Samples woredas	Samples secondary schools	Samples	populat ion	Sample size		Method
			N	N	%	
Halu	Uka secondary school	Principals & vice-prin.	2	2	100	purposive
		Teachers	33	18	54.54	Random
		Dep. Heads	4	4	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Bilo	Nopha secondary school	Principals & vice-prin.	2	2	100	Purposive
		Teachers	26	14	53.8	Random
		Dep. Heads	4	4	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Mettu city	Mettu secondary school	Principals & vice-prin.	2	2	100	Purposive
		Teachers	37	20	54.05	Random
		Dep. Heads	12	12	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Didu	Lalo secondary school	Principals & vice-prin.	2	2	100	Purposive
		Teachers	28	15	53.57	Random
		Dep. Heads	4	4	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Alle	Gore secondary school	Principals & vice-prin.	2	2	100	Purposive
		Teachers	35	19	54.28	Random
		Dep. Heads	8	8	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Mettu	Burussa secondary school	Principals & vice-prin.	2	2	100	Purposive
		Teachers	18	10	55.55	Random
		Dep. Heads	6	6	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Hurumu	Hurumu secondary school	Principals & vice-prin.	2	2	100	Purposive
		Teachers	27	15	55.55	Random
		Dep. Heads	8	8	100	Purposive
		Unit Leaders	1	1	100	Purposive
		Supervisors	1	1	100	Purposive
Total		Principals & vice-prin.	14	14	100	Purposive
		Teachers	204	111	54.41	Random
		Dep. Heads	46	46	100	Purposive
		Unit Leaders	7	7	100	Purposive
		Supervisors	7	7	100	Purposive
Total			278	185	66.54	

3.5. Data Gathering Instrument

For the purposes of this study, data collection instruments were used questionnaires and document analysis in the samples selected schools as data gathering instruments.

3.5.1. Questionnaires

In an attempt to collect data, questionnaires were prepared and used as a main source of data gathering instrument. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications make questionnaire more appropriate for this study. The close set of questionnaire was prepared to collect information from two groups of respondents namely teachers and leaders (principal, vice-principal, unit leader, supervisor and department heads). The items were prepared in accordance with the designed objectives and basic questions to be answered in the study concerning the influence of leadership practice.

The first part of the questionnaire was about the respondents' demographic characteristics which comprised of role of the respondent, sex, age, responsibilities and experience to be answered by the respondents from the given options. In part two of the questionnaire respondents were asked to rates the influence of five exemplary leadership practice used by the school leaders in exercising model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. These practice and their characteristics were presented in five tables and were rated by the respondents, In part three of the questionnaire contained items that sought to gather information that would enable the researcher to establish the relation of leadership practice with student academic achievements through statistics.

The fourth part of the questionnaire was to seek data from the respondents to be rated on the possible factors that might have been affected the practice of school leadership. It also was included the commitment & development of leaders to achieve student performance.

3.5.2. Document Analyses

Analysis of documents was also done to obtain quantitative data regarding student achievement. Students' achievement for three consecutive years (2008 – 2010 E.C.) on grade point average national examination G-10 who joined 11th grade was analyzed. The source documents were obtained from summary documents of grade ten national exams of zone education office.

3.6. Validity and Reliability Checks

Checking the reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To insure the validity of instruments, the instruments were developed under the close guidance of the advisors and also the pilot study was carried out in Abdi Bori secondary school which was not include in the sample of the study. It was administered to selected respondents of eight school leaders (one principal, one unit leader, one vice-principal and five department heads) and 21 teachers. The pilot test provides an advance opportunity for the investigator to check the questionnaires to ensure that the respondents understand what the questionnaire wants to mean and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams, 2007).

To ensure reliability a pilot study was carried out to pre-test the instrument. The draft version of the questionnaire was modified to ensure that the instruments were identifying what it set out to identify the extent to which the measuring instrument measures the characteristics or dimensions that the researcher intends to measure. Additionally, the reliability of the instrument was measured by using Cronbach alpha method in the help of SPSS version 22 to identify results of the pilot testing was statistically computed by the SPSS computer program. The Cronbach alpha model was used for analysis based on the pilot test.

To check the reliability of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 22 and as measured by the Cronbach alpha: the five dimensions of model the way (0.969), inspire a shared vision (0.794), challenge the process (0.795), enable others to act (0.889) and encourage the heart (0.972) the average result found from both teachers and leaders respondents were (0.883). Hence, internal consistency of the questionnaire was found to be good. According to McMillan and Schumacher (2010), the reliability of a survey is acceptable if the value of Cronbach's alpha is equal to .70 or higher.

3.7. Data Collection Procedures

After the necessary corrections were made from the pilot test, the final questionnaire were duplicated and distributed with necessary orientations were given to them at their respective schools on the purpose of the study and on how to complete each questionnaire to be filled out

by respondents. The data collection procedures were done with the permission of concerned body in Zone and willingness of the respondents. Respondents were given ample time (one week at least) to complete and fill the questionnaires correctly and returned them to the researcher himself. Data from completed surveys were entered in to SPSS version 22. At the same time as documents like Zone reports on students' achievement and summarized data of grade ten national exams were obtained from all the sample schools to analyze students' achievement. The obtained data were screened and grade ten students achievement on EGSECEs were focused on. Accordingly, the three consecutive years (2008 – 2010 E.C.) on grade point average national examination G-10 who joined 11th grade students' achievement of each sample school were organized and arranged in ways that suit the analysis process (see Appendix A).

3.8. Methods of Data Analysis

The data and information obtain from questionnaires and document review was analyzed and discussed. Quantitative data quality was check and interpreted. The information collected from the questionnaire tools was analyzed quantitatively in frequencies and percentages was used to determine the rate of participation of respondents and personal characteristics (background information), mean and standard deviation in order to check leadership practices. It also was used one way ANOVA to see differences on leadership practices among the schools. Depending on the nature of the data quantitative data was used Pearson's correlation coefficient and regression for analyzing the relationship between leadership practices and academic achievement.

To determine the effectiveness of school leadership practices and students' academic achievement, the information collected through close ended questionnaires were analyzed by using descriptive statistics was used to obtain means and standard deviation and independent sample t-test and inferential analysis was checked reliability for items under each construct using Cronbach alpha. Finally, the data obtained through document review was interpreted qualitatively.

3.9. Ethical Consideration

The researcher was obtained letter of entry into study sites from Jimma University, Department of Educational Planning and Management to Illubabor zone education Office. From the zone Education Office, similar letter was written to the respective woreda Education Offices of 7 secondary schools. Then from theses woreda education offices a letter was written to all 7 schools included in the study. After the entry to study site was secured, I have teachers' approval to participate in the research after introduction of the purpose of the study and guarantee to remain anonymous. The purpose of the research was explained thoroughly to the participants after which, their consent was sought before they were engaged in the study so as to obtain their full cooperation by making them aware of the positive and negative aspects of their participation. Those involved in the study were assured of the confidentiality of the information they gave by being assured that the information would be kept confidential and used only for the purpose of the research. The researcher ensured that nowhere on the questionnaires were the participants required to give their names, other personal identifiers and information that could be traced back to the individual.

Chapter Four

4. Analysis, Presentation and Interpretation of Data

This chapter deals with the analysis, presentation and interpretation of the data gathered from the respondents through questionnaires and document.

The questionnaires were distributed to 185 respondents. These questionnaires were distributed to 111 teachers and 74 school leaders (46 department heads, 7 supervisors, 7 vice principals, 7 principals and 7 unit leaders). The return rate of the questionnaires were from 180 respondents (97.29%) specifically, 106 (58.9%) from teachers and 74 (41.1%) from supervisors, principals, department heads, vice principals and unit leaders.

Table4.1. Characteristics of Respondents

No	Items	Categories of items	Respondents			
			Leader		Teachers	
			Frequency	Percent	Frequency	Percent
1	Sex	Male	60	81.1%	78	73.6%
		Female	14	18.9%	28	26.4%
		Total	74	41.1%	106	58.9%
2	Age	21-25	2	2.7%	2	1.9%
		26-30	16	21.6%	27	25.5%
		31-35	41	55.4%	56	52.8%
		36-40	9	12.2%	18	17.0%
		41-45	2	2.7%	2	1.9%
		46-50	1	1.4%	0	0.0%
		51-55	3	4.1%	1	0.9%
3	Level of educational attainment	BA/BSC/BED	68	91.9%	106	100.0%
		MA/MSC	6	8.1%	0	0.0%
4	Work experience in years	5 and below	2	2.7%	0	0.0%
		6-10 years	7	9.5%	5	4.7%
		11-15 years	47	63.5%	78	73.6%
		16-20 years	11	14.9%	19	17.9%
		21-25 years	3	4.1%	3	2.8%
		26 and above years	4	5.4%	1	0.9%

4.1. Characteristics of Respondents

The two groups of respondents were asked to indicate their background information. The details of the responses were given in table 2 and discussed as follows:

In table 4.1 above, the data of the study revealed that, 78 (73.6%) of teacher respondents and 60 (81.1%) of school leader member respondents were males while the remaining 28(26.4%) of teacher respondents and 14(18.9%) leader respondents were females respectively. This implies that, the participation of females involvement in the leadership is too much less than males.

Regarding their age, 41(55.4%) of school leader respondents and 56(52.8%) of teacher respondents were between 31-35 years. Others 27(25.5%) of teacher respondents and 16(21.6%) school leader respondents fall between the ages of 26-30 years. 18(17.0%) of school teacher respondents and 9(12.2%) of leader respondents were between the ages of 36-40 years. 2(2.7%) of leader respondents and 2(1.9%) of school teacher respondents were below 25 years. The remaining 6(8.2%) of leader respondents and 3(2.8 %) of school teacher respondents were above 41 years. Beside this most of leaders are young enough to manage and provide decision wisely. Taking responsibility of leaders will increase while the age of them is increasing.

As far as educational qualification was concerned, 106(100%) of teacher respondents and 68(91.9%) of school leader respondents had a first degree of BA/BSC/BED. 6(8.1%) school leader respondents had MA/MSc. Whereas about 71.42% leaders (supervisors, principals and vice principals) were degree holders which is below the standard set for secondary schools. This indicates that the leaders couldn't perform their activities to improve student achievement. From this, one can easily understand that, most of the respondents of the questionnaires were subject area graduates; even though a blue print of TDP (MoE, 2007) has stated that the academic qualification required for the secondary school supervisors, principals and vice principals is MA degree.

With respect to the experiences of respondents, 0.0% of teacher respondent and 2(2.7%) of leaders had teaching experience of below 5 years while 5(4.7%) of teachers and 7(9.5%) of leader respondents had 6-10 years' experience. On the other hand, 78(73.6%) of teacher respondents and 47(63.5%) of leaders had a work experience of 11 to 15 years while 19(17.9%) of teachers and 11(14.9%) of leaders had 16-20 years of work experience. The smallest portions of both groups of the study samples 4(3.7%) of teachers and 7(9.5%) of leaders have work

experiences of above 21 years in their teaching profession. This in return implies that, the low experience leaders unlikely to help them to carry out their professional tasks effectively and efficiently.

Table4.2. Training attended relevant to school leadership of Respondents

No	Items	Categories of items	Respondents			
			Leader		Teachers	
			Frequency	Percent	Frequency	Percent
1	Training attended relevant to school leadership	Did not take at all	52	70.3%	86	81.1%
		Less than 1 week	10	13.5%	12	11.3%
		1-2 weeks	3	4.1%	3	2.8%
		3-4 weeks	1	1.4%	4	3.8%
		1-3 month	2	2.7%	0	0.0%
		More than 3 month	6	8.1%	1	0.9%

Pertaining training relevant to school leadership, 86(81.1%) of teacher respondents and 52(70.3%) of school leader respondents did not take at all any training which is relevant to school leadership.

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

4.2. Leadership Practices LP

Teachers and leaders were asked to rate the extent to which leadership is effectively practiced in Model the way for Student academic achievement. For the respondents' questionnaire which had five rating-scales were dispatched. The result was summarized in the following table:

Table4. 3: Independent sample t-test for the mean ratings of respondents modeling the way leadership practice

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	df	Sig (2 tail)
Sets a personal example of what he/she expects of others	Leader	3.80	.758	3.024	178	.003
	Teacher	3.42	.850			
Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on	Leader	3.59	.792	.073	178	.942
	Teacher	3.58	.935			
Follows through on the promises and commitment that he/she makes	Leader	3.58	.876	1.620	175.659	.107
	Teacher	3.34	1.120			
Asks for feedback on how his/her actions affect other people's performance	Leader	3.65	.883	3.467	149.872	.001
	Teacher	3.20	.821			
Builds consensus around a common set of values for running our organization	Leader	3.78	.864	5.605	147.872	.000
	Teacher	3.08	.789			
Is clear about his/her philosophy of leadership	Leader	3.55	.909	3.423	160.835	.001
	Teacher	3.08	.943			
Aggregated Modeling The way	Leader	3.65	0.847	2.868	165.039	0.175
	Teacher	3.28	0.909			

As indicated in Table 4.3. An independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or modeling the way is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t- test. As shown in Table 4.3 above, the mean score of both leaders (M=3.80, SD=.758) and teachers (M = 3.42, SD=.850) agreed that leaders sets a personal example of what he/she expects of others. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding modeling the way (or) practice, $t(178) = (3.024)$, $p=.003$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leader set a personal example of what he/she expects of others has a direct effect on student academic achievement.

As indicated in Table 4.3. An independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or modeling the way is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end,

analysis was made at item level using an independent t- test. As shown in Table 4.3 above, the mean score of both leaders (M=3.59, SD=.792) and teachers (M = 3.58, SD=.935) agreed that leaders Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on . The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding modeling the way (or) practice, $t(178) = (.073)$, $p=.942$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leaders Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on has an indirect effect on student academic achievement.

As shown in Table 4.3 above, on item 3 the mean score of both leaders (M= 3.58, SD=.876) and teachers (M = 3.34, SD= 1.120) agreed that leaders Follows through on the promises and commitment that he/she makes. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding modeling the way (or) practice, $t(175.659) = (1.620)$, $p=.107$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leaders Follows through on the promises and commitment that he/she makes has an indirect effect on student academic achievement.

As shown in Table 4.3 above, on item 4 the mean score of both leaders (M= 3.65, SD=.883) and teachers (M = 3.20, SD=.821) agreed that leaders Asks for feedback on how his/her actions affect other people's performance. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding modeling the way (or) practice, $t(149.872) = (3.467)$, $p=.001$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Asks for feedback on how his/her actions affect other people's performance has an effect on student academic achievement.

On item 5 the mean score of both leaders (M= 3.78, SD= .864) and teachers (M = 3.08, SD=.789) agreed that leaders building consensus around a common set of values for running our organization. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding modeling the way (or) practice, $t(147.872) = (5.605)$, $p=.000$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders building consensus around a common set of values for running our organization has an effect on student academic achievement.

With regard to item number six the mean score of both leaders ($M= 3.55$, $SD=.909$) and teachers ($M = 3.08$, $SD= .943$) agreed that is clear about his/her philosophy of leadership. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding modeling the way (or) practice, $t(160.835) = (3.423)$, $p=.001$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that is clear about his/her philosophy of leadership has an effect on student academic achievement.

Generally, as indicated in Table 4.3., an independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or modeling the way is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t- test. As shown in Table 4.3 above, the aggregated modeling the way of both leaders ($M=3.65$, $SD=0.847$) and teachers ($M = 3.28$, $SD= 0.909$) agreed that leaders model the way for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding modeling the way (or) practice, $t(165.039) = (2.868)$, $p=.175$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that model the way leadership practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that model the way leadership practice has no direct effect on student academic achievement rather leaders must model the way for teachers to improve students result.

Table4. 4: Independent sample t-test for the mean ratings of respondents Inspire a shared vision leadership practice

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	df	Sig (2 tail)
Talks about future trends that will influence how our work gets done	Leader	3.80	.979	2.781	178	.006
	Teacher	3.40	.933			
Describes a compelling image of what our future could be like	Leader	3.70	.772	1.399	178	.163
	Teacher	3.54	.783			
Appeals to others to share an exciting dream of the future	Leader	3.34	.880	.394	178	.694
	Teacher	3.28	.944			
Shows others how their long-term interests can be realized by enlisting in a common vision	Leader	3.59	.775	.331	178	.741
	Teacher	3.56	.744			
Paints the "big picture" of what we aspire to accomplish	Leader	3.55	.924	1.905	178	.058
	Teacher	3.29	.894			
Speaks with a genuine conviction about the higher meaning and purpose of our work	Leader	2.85	.655	1.948	160.158	.053
	Teacher	3.14	.576			
Aggregated Inspire a shared vision	Leader	3.47	0.830	0.810	175.026	0.285
	Teacher	3.36	0.812			

As indicated in Table 4.4. An independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or Inspire a shared vision is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t- test. As shown in Table 4.4 above, the mean score of both leaders (M= 3.80, SD=.979) and teachers (M = 3.40, SD=.933) agreed that leaders Talks about future trends that will influence how our work gets done. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding inspire a shared vision (or) practice, $t(178) = (2.781)$, $p=.006$ in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Talks about future trends that will influence how our work gets done have an effect on student academic achievement.

With respect to item 2 As shown in Table 4.4 above, the mean score of both leaders (M= 3.70, SD=.772) and teachers (M = 3.54, SD=.783) agreed that leaders Describes a compelling image of what our future could be like. The result also shows statistically there is no significant difference

exists between perceptions teachers and school leaders regarding inspire a shared vision (or) practice, $t(178) = (1.399)$, $p=.163$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leaders Describes a compelling image of what our future could be like has an indirect effect on student academic achievement.

As shown in Table 4.4 above, on item 3 the mean score of both leaders ($M= 3.34$, $SD=.880$) and teachers ($M = 3.28$, $SD=.944$) agreed that leaders Appeals to others to share an exciting dream of the future. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding inspire a shared vision (or) practice, $t(178) = (.394)$, $p=.694$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leader Appeals to others to share an exciting dream of the future has an indirect effect on student academic achievement.

Concerning with item 4 shows the mean score of both leaders ($M= 3.59$, $SD=.775$) and teachers ($M = 3.56$, $SD=.744$) agreed that leaders Shows others how their long-term interests can be realized by enlisting in a common vision. The result also indicates statistically there is no significant difference exists between perceptions teachers and school leaders regarding inspire a shared vision (or) practice, $t(178) = (.331)$, $p=.741$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leaders Shows others how their long-term interests can be realized by enlisting in a common vision has an indirect effect on student academic achievement.

As shown in Table 4.4 above, on item 5 the mean score of both leaders ($M= 3.55$, $SD=.924$) and teachers ($M = 3.29$, $SD=.894$) agreed that leaders Painting the "big picture" of what we aspire to accomplish. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding inspire a shared vision (or) practice, $t(178) = (1.905)$, $p=.058$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Painting the "big picture" of what we aspire to accomplish have an effect on student academic achievement.

With regard to item six the mean score of both leaders ($M= 2.85$, $SD=.655$) and teachers ($M = 3.14$, $SD=.576$) agreed that leaders Speaking with a genuine conviction about the higher meaning and purpose of our work. The result also confirm statistically there is significant difference exists between perceptions teachers and school leaders regarding inspire a shared vision (or) practice, $t(160.158) = (-1.948)$, $p=.053$) in secondary schools of Ilu Aba Bora Zone. This finding suggests

that leaders speaking with a genuine conviction about the higher meaning and purpose of our work have an effect on student academic achievement.

Generally, as indicated in Table 4.4., an independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or inspire a shared vision is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.4 above, the aggregated inspire a shared vision of both leaders (M=3.47, SD=0.830) and teachers (M = 3.36, SD= 0.812) agreed that leaders inspire a shared vision for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding inspire a shared vision (or) practice, $t(175.026) = (.810)$, $p=.285$ in secondary schools of Ilu Aba Bora Zone. This finding suggests that inspire a shared vision of leadership practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that inspire a shared vision leadership practice has no direct effect on student academic achievement rather leaders must inspire a shared vision for teachers and other stakeholder to improve students result.

Table4. 5: Independent sample t-test for the mean ratings of respondents Challenge the process leadership practice

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	df	Sig (2 tail)
Seeks out challenging opportunities that tests his/her own skills and abilities	Leader	3.39	.791	-2.144	125.260	.034
	Teacher	3.62	.577			
Challenges people to try out new and innovative ways to do their work	Leader	3.24	.904	1.443	155.447	.151
	Teacher	3.05	.888			
Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	Leader	3.30	.840	.569	151.830	.570
	Teacher	3.23	.796			
Asks "What can we learn?" when things don't go as expected	Leader	3.43	.778	-1.973	169.141	.050
	Teacher	3.68	.890			
Makes certain that we set achievable goals, make concert plans, and establish measurable milestones for the projects and programs that we work on	Leader	3.50	.864	.505	178	.614
	Teacher	3.43	.862			
Experiments and take risks, even when there is a chance of failure	Leader	3.36	.885	-.449	178	.654
	Teacher	3.42	.872			
Aggregated Challenge the process	Leader	3.37	0.843	-0.341	159.613	0.3455
	Teacher	3.40	0.814			

As indicated in Table 4.5. An independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or Challenge the process is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.5 above, the mean score of both leaders (M= 3.39, SD=.791) and teachers (M = 3.62, SD=.577) agreed that leaders Seeks out challenging opportunities that tests his/her own skills and abilities. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding Challenge the process or practice, $t(125.260) = (-2.144)$, $p=.034$ in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Seeks out

challenging opportunities that tests his/her own skills and abilities have an effect on student academic achievement.

With regard to item 2 as shown in Table 4.5 above, the mean score of both leaders ($M= 3.24$, $SD=.904$) and teachers ($M = 3.05$, $SD=.888$) agreed that leaders Challenges people to try out new and innovative ways to do their work. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Challenge the process or practice, $t (155.447) = (1.443)$, $p=.151$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Challenges people to try out new and innovative ways to do their work has no direct effect on student academic achievement.

With respect to item 3 as shown in Table 4.5 above, the mean score of both leaders ($M= 3.30$, $SD=.840$) and teachers ($M = 3.23$, $SD=.796$) agreed that leaders Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Challenge the process or practice, $t (151.830) = (.569)$, $p=.570$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do have indirect effect on student academic achievement.

Regarding on item 4 the mean score of both leaders ($M= 3.43$, $SD=.778$) and teachers ($M = 3.68$, $SD=.890$) agreed that leaders asks "What can we learn?" when things don't go as expected. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding Challenge the process or practice, $t (169.141) = (-1.973)$, $p=.050$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that a leader asks "What can we learn?" when things don't go as expected have an effect on student academic achievement.

Concerning with item 5 the mean score of both leaders ($M= 3.50$, $SD=.864$) and teachers ($M = 3.43$, $SD=.862$) agreed that leaders Makes certain that we set achievable goals, make concert plans, and establish measurable milestones for the projects and programs that we work on. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Challenge the process or practice, $t (178) = (.505)$, $p=.614$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Makes certain that we set achievable goals, make concert plans, and establish measurable milestones for

the projects and programs that we work on have indirect effect on student academic achievement.

Concerning with item 6 the mean score of both leaders ($M= 3.36$, $SD=.885$) and teachers ($M = 3.42$, $SD=.872$) agreed that leaders Experiments and take risks, even when there is a chance of failure. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Challenge the process or practice, $t (178) = (-.449)$, $p=.654$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Experiments and take risks, even when there is a chance of failure have indirect effect on student academic achievement.

Generally, as indicated inTable4.5.An independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or challenge the process is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.5 above, the aggregated challenge the process of both leaders ($M=3.37$, $SD=0.843$) and teachers ($M =3.40$, $SD=0.814$) agreed that leaders challenge the process for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding challenge the process or practice, $t (159.613) = (-0.341)$, $p=.345$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that challenge the process or practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that challenge the process leadership practice has no direct effect on student academic achievement rather leaders must challenge the process for teaching and learning to improve students result.

Table4. 6: Independent sample t-test for the mean ratings of respondents Enable others to act leadership practice

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	df	Sig (2 tail)
Develops cooperative relationships among the people he/she works with	Leader	4.00	1.034	1.663	127.877	.099
	Teacher	3.76	.775			
Actively listens to diverse points of view	Leader	3.84	.828	1.783	178	.076
	Teacher	3.62	.774			
Treats others with dignity and respect	Leader	4.04	.883	1.103	178	.271
	Teacher	3.91	.750			
Supports the decisions that people make on their own	Leader	3.66	.969	2.298	170.076	.023
	Teacher	3.30	1.123			
Gives people a great deal of freedom and choice in deciding how to do their work	Leader	4.00	.811	4.643	162.893	.000
	Teacher	3.42	.860			
Ensures that people grow in their jobs by learning new skills and developing themselves	Leader	3.96	.835	.656	154.561	.513
	Teacher	3.88	.813			
Aggregated Enable others to act	Leader	3.91	.893	2.024	161.901	0.163
	Teacher	3.64	.849			

As indicated in Table 4.6. an independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or Enable others to act is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.6 above, the mean score of both leaders (M= 4.00, SD=1.034) and teachers (M = 3.76, SD=.775) agreed that leaders Develops cooperative relationships among the people he/she works with. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Enable others to act or practice, $t(127.877) = (1.663)$, $p=.099$ in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Develops cooperative relationships among the people he/she works with have indirect effect on student academic achievement.

On item 2 as shown in Table 4.6 above, the mean score of both leaders ($M= 3.84$, $SD=.828$) and teachers ($M = 3.62$, $SD=.774$) agreed that leaders actively listens to diverse points of view. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Enable others to act or practice, $t (178) = (1.783)$, $p=.076$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders actively listens to diverse points of view has indirect effect on student academic achievement.

Regarding item 3 as shown in Table 4.6 above, the mean score of both leaders ($M= 4.04$, $SD=.883$) and teachers ($M = 3.91$, $SD=.750$) agreed that leaders treats others with dignity and respect. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Enable others to act or practice, $t (178) = (1.103)$, $p=.271$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders treat others with dignity and respect has indirect effect on student academic achievement.

Concerning with item 4 as shown in Table 4.6 above, the mean score of both leaders ($M= 3.66$, $SD=.969$) and teachers ($M = 3.30$, $SD=1.123$) agreed that leaders Supports the decisions that people make on their own. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding Enable others to act or practice, $t (170.076) = (2.298)$, $p=.023$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Supports the decisions that people make on their own have an effect on student academic achievement.

Regarding item 5 as shown in Table 4.6 above, the mean score of both leaders ($M= 4.00$, $SD=.811$) and teachers ($M = 3.42$, $SD=.860$) agreed that leaders Gives people a great deal of freedom and choice in deciding how to do their work. The result also shows statistically there is significant difference exists between perceptions teachers and school leaders regarding Enable others to act or practice, $t (162.893) = (4.643)$, $p=.000$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Gives people a great deal of freedom and choice in deciding how to do their work have an effect on student academic achievement.

With regard to item six as shown in Table 4.6 above, the mean score of both leaders ($M= 3.96$, $SD=.835$) and teachers ($M = 3.88$, $SD=.813$) agreed that leaders Ensures that people grow in their jobs by learning new skills and developing themselves. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders

regarding Enable others to act or practice, $t(154.561) = (.656)$, $p=.513$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Ensures that people grow in their jobs by learning new skills and developing themselves has indirect effect on student academic achievement.

Generally, as indicated in Table 4.6.an independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or Enable others to act is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.6 above, the aggregated Enable others to act of both leaders ($M=3.91$, $SD=.893$) and teachers ($M =3.64$, $SD=.849$) agreed that leaders Enable others to act for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding Enable others to act or practice, $t(161.901) = (2.024)$, $p=.163$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that Enable others to act or practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that Enable others to act leadership practice has no direct effect on student academic achievement rather leaders must Enable teachers to act to improve students result.

Table4. 7: Independent sample t-test for the mean ratings of respondents Encourage the Heart leadership practice

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	Df	Sig (2 tail)
Praises people for a job well done	Leader	3.91	.939	1.877	173.256	.062
	Teacher	3.61	1.143			
Makes it a point to let people know about his/her confidence in their abilities	Leader	4.07	.764	2.520	174.185	.013
	Teacher	3.75	.947			
Makes sure that people are creatively rewarded for their contributions to the success of our projects	Leader	3.51	.864	1.196	167.430	.233
	Teacher	3.35	.967			
Publicly recognizes people who exemplify commitment to shared values	Leader	3.70	.872	1.376	146.202	.171
	Teacher	3.53	.783			
Finds ways to celebrate accomplishments	Leader	3.66	.940	1.832	178	.069
	Teacher	3.41	.913			
Gives the members of the team lost of appreciation and support for their contributions	Leader	3.81	.805	2.975	160.050	.003
	Teacher	3.44	.829			
Aggregated Encourage the Heart	Leader	3.77	0.864	1.962	166.520	0.0918
	Teacher	3.51	0.930			

As indicated in Table 4.7. An independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or Encourage the Heart is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.7 above, the mean score of both leaders (M= 3.91, SD=.939) and teachers (M = 3.61, SD=1.143) agreed that leaders Praises people for a job well done. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(173.256) = (1.877)$, $p=.062$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Praises people for a job well done have indirect effect on student academic achievement.

With respect to item 2 As shown in Table 4.7 above, the mean score of both leaders ($M= 4.07$, $SD=.764$) and teachers ($M = 3.75$, $SD=.947$) agreed that leaders makes it a point to let people know about his/her confidence in their abilities. The result also shows statistically there is significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(174.185) = (2.520)$, $p=.013$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders make it a point to let people know about his/her confidence in their abilities have an effect on student academic achievement.

Regarding in item three As shown in Table 4.7 above, the mean score of both leaders ($M= 3.51$, $SD=.864$) and teachers ($M = 3.35$, $SD=.967$) agreed that leaders makes sure that people are creatively rewarded for their contributions to the success of our projects. The result also shows statistically there is no significant difference exists between perceptions teachers and school leaders regarding Encourage the Heart or practice, $t(167.430) = (1.196)$, $p=.233$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders make sure that people are creatively rewarded for their contributions to the success of our projects have indirect effect on student academic achievement.

On item 4 as shown in Table 4.7 above, the mean score of both leaders ($M= 3.70$, $SD=.872$) and teachers ($M = 3.53$, $SD=.783$) agreed that leaders publicly recognizes people who exemplify commitment to shared values. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(146.202) = (1.376)$, $p=.171$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders publicly recognize people who exemplify commitment to shared values have indirect effect on student academic achievement.

On item 5 as shown in Table 4.7 above, the mean score of both leaders ($M= 3.66$, $SD=.940$) and teachers ($M = 3.41$, $SD=.913$) agreed that leaders find ways to celebrate accomplishments. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(178) = (1.832)$, $p=.069$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders find ways to celebrate accomplishments have indirect effect on student academic achievement.

With regard to item 6 as shown in Table 4.7 above, the mean score of both leaders ($M= 3.81$, $SD=.805$) and teachers ($M = 3.44$, $SD=.829$) agreed that leaders gives the members of the team

lost of appreciation and support for their contributions. The result also shows statistically there is significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(160.050) = (2.975)$, $p=.003$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders give the members of the team lost of appreciation and support for their contributions have an effect on student academic achievement.

Generally, as indicated in Table 4.7.an independent sample t-test analysis was carried out to examine the extent to which one of the leadership practice or Encourage the Heart is effectively practiced to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.6 above, the aggregated Encourage the Heart of both leaders ($M=3.77$, $SD=0.864$) and teachers ($M =3.51$, $SD=0.930$) agreed that leaders Encourage the Heart to support students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(166.520) = (1.962)$, $p=.091$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that Encourage the Heart or practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that Encourage the Heart leadership practice has no direct effect on student academic achievement rather leaders must Encourage the Heart of teachers to improve students result.

Table4. 8: Independent sample t-test for the mean ratings of respondents' the leadership practice affects students' academic achievement.

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	df	Sig (2 tail)
Model the way of leadership practice has affected students' achievement	Leader	3.65	1.128	.548	119.294	.585
	Teacher	3.57	.769			
Inspire a shared vision of leadership practice has affected students' achievement	Leader	3.65	1.026	1.037	133.999	.302
	Teacher	3.50	.819			
Challenge the process of leadership practice has affected students' achievement	Leader	3.65	.730	1.473	178	.143
	Teacher	3.49	.693			
Enable others to act of leadership practice has affected students' achievement	Leader	3.62	.989	-.077	128.597	.939
	Teacher	3.63	.747			
Encourage the Heart of followers has affected students' achievement	Leader	3.65	.913	.404	149.688	.687
	Teacher	3.59	.848			
The combination of the five leadership exemplary of leadership practice have affected students' achievement	Leader	3.86	.881	-.022	178	.983
	Teacher	3.87	.947			
Leadership practice and student academic achievement does not have any relations	Leader	1.95	1.097	-.305	178	.761
	Teacher	2.00	1.219			
Average mean	Leader	3.43	0.966	0.436	152.225	0.628
	Teacher	3.37	0.863			

As indicated in Table 4.8. An independent sample t-test analysis was carried out to examine which leadership practice affected to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent sample t-test. As shown in Table 4.8 above, the mean score of both leaders (M= 3.65, SD=1.128) and teachers (M = 3.57, SD=.769) agreed that leaders Model the way of leadership practice has affected students' achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Model the way or practice, $t(119.294) = (.548)$, $p=.585$ in secondary schools of Ilu Aba Bora Zone. This finding

suggests that leaders Model the way of leadership practice have affected students' achievement have indirect effect on student academic achievement

As shown in Table 4.8 above, the mean score of both leaders ($M=3.65$, $SD=1.026$) and teachers ($M =3.50$, $SD=.819$) agreed that leaders Inspire a shared vision of leadership practice has affected students' achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Inspire a shared vision or practice, $t(133.999) = (1.037)$, $p=.302$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Inspire a shared vision of leadership practice has affected students' achievement have indirect effect on student academic achievement

As shown in Table 4.8 above, the mean score of both leaders ($M=3.65$, $SD=.730$) and teachers ($M =3.49$, $SD=.693$) agreed that leaders Challenge the process of leadership practice has affected students' achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Challenge the process or practice, $t(178) = (1.473)$, $p=.143$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Challenge the process of leadership practice has affected students' achievement have indirect effect on student academic achievement

The item 4, as shown in Table 4.8 above, the mean score of both leaders ($M=3.62$, $SD=.989$) and teachers ($M =3.63$, $SD=.747$) agreed that leaders Enable others to act of leadership practice has affected students' achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Enable others to act or practice, $t(128.597) = (-.077)$, $p=.939$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Enable others to act of leadership practice has affected students' achievement have indirect effect on student academic achievement

In item 5 as shown in Table 4.8 above, the mean score of both leaders ($M=3.65$, $SD=.913$) and teachers ($M =3.59$, $SD=.848$) agreed that leaders Encourage the Heart of followers has affected students' achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(149.688) = (.404)$, $p=.687$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Encourage the Heart of followers has affected students' achievement have indirect effect on student academic achievement

Concerning item 6 regarding as shown in Table 4.8 above, the mean score of both leaders (M=3.86, SD=.881) and teachers (M =3.87, SD=.947) agreed that leaders the combination of the five leadership exemplary of leadership practice to affect students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding the combination of the five leadership or practice, $t(178) = (-.022)$, $p=.983$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders the combination of the five leadership exemplary of leadership practice to affect students' academic achievement have indirect effect on student academic achievement

In the last item as shown in Table 4.8 above, the mean score of both leaders (M=1.95, SD=1.097) and teachers (M =2.00, SD=1.219) agreed that leadership practice and student academic achievement does not have any relations . The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding this item or practice, $t(178) = (-.305)$, $p=.761$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders leadership practice and student academic achievement does not have any relations have indirect related to effect on student academic achievement

Table4. 9: Independent sample t-test for the mean ratings of respondents' Challenges or problems that affecting school Leadership practices

Items	Independent sample t-test					
	Current position	Mean	Std. Dev	T	df	Sig (2 tail)
Lack of adequate training towards school leadership and management	Leader	3.99	.929	-1.327	178	.186
	Teacher	4.16	.818			
Lack of experience to manage and mobilize the school community and activities towards shared goal	Leader	3.54	.939	.900	167.995	.370
	Teacher	3.41	1.058			
Lack of regular supervisory support from the concerned education officials	Leader	3.34	1.162	-.240	138.576	.811
	Teacher	3.38	.971			
Restricted powers of school leaders to decide on issue	Leader	3.16	1.007	3.731	150.577	.000
	Teacher	3.72	.944			
Lack of availability of educational resource (financial and materials)	Leader	3.49	.983	.608	123.233	.544
	Teacher	3.41	.701			
The large size of the school community (staff and teachers)	Leader	2.82	.998	-.494	147.064	.622
	Teacher	2.90	.904			
Unwise interference of higher officials in the functions of school leaders	Leader	3.15	1.002	1.502	178	.135
	Teacher	2.92	1.043			
Average mean	Leader	3.35	1.002	-0.397	154.777	0.381
	Teacher	3.41	0.919			

As indicated in Table 4.9. An independent sample t-test analysis was carried out to examine which challenges or problems that affect school Leadership practices to support students' academic achievement in secondary schools of Ilu Aba Bora Zone. To this end, analysis was made at item level using an independent t-test. As shown in Table 4.9 above, the mean score of both leaders (M=3.99, SD=.929) and teachers (M = 4.16, SD=.818) agreed that leaders lack of adequate training towards school leadership and management. The result also shows statistically there is no significant difference between perceptions of school leaders and teachers regarding item one or practice, $t(178) = (-1.327)$, $p=.186$ in secondary schools of Ilu Aba Bora Zone. The information from demographic background shows that almost 70.3% of the school leaders and 81.1% of teachers had never got any training about leadership. Whereas about 71.42% leaders (supervisors, principals and vice principals) were degree holders which is below the standard set

for secondary schools. From this, one can easily understand that, most of the respondents of the questionnaires were subject area graduates; even though a blue print of TDP (MoE, 2007) has stated that the academic qualification required for the secondary school supervisors, principals and vice principals is MA degree to assure the performance of student achievement in secondary schools.

With respect item two as shown in Table 4.9 above, the mean score of both leaders ($M=3.54$, $SD=.939$) and teachers ($M = 3.41$, $SD=1.058$) agreed that leaders Lack of experience to manage and mobilize the school community and activities towards shared goal. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding leaders lack of experience of school leaders or practice, $t (167.995) = (.900)$, $p=.370$) in secondary schools of Ilu Aba Bora Zone. Therefore, one can conclude whether lack of experience could be factor for the in effectiveness of the school leaders in I/A/Bor Zone.

Regarding item three as shown in Table 4.9 above, the mean score of both leaders ($M=3.34$, $SD=1.162$) and teachers ($M = 3.38$, $SD=.971$) agreed that leaders Lack of regular supervisory support from the concerned education officials. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding leaders lack of regular supervisory or practice, $t (138.576) = (-.240)$, $p=.811$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leaders Lack of regular supervisory support from the concerned education officials have indirect effect on student academic achievement

Regarding item 4 as shown in Table 4.9 above, the mean score of both leaders ($M=3.16$, $SD=1.007$) and teachers ($M = 3.72$, $SD=.944$) agreed that leaders Restricted powers of school leaders to decide on issue. The result also shows statistically there is significant difference exists between perceptions school leaders and teachers regarding leaders Restricted powers of school leaders to decide on issue or practice, $t (150.577) = (-3.731)$, $p=.000$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that restricted powers of school leaders to decide on issue has direct effect on student academic achievement

As shown in Table 4.9 above, in item 5 the mean score of both leaders ($M=3.49$, $SD=.983$) and teachers ($M = 3.41$, $SD=.701$) agreed that leaders lack of availability of educational resource (financial and materials). The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding leaders lack of availability of

educational resource or practice, $t(123.233) = (.606)$, $p=.544$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that lack of availability of educational resource (financial and materials) has indirect effect on student academic achievement

On item 6 as shown in Table 4.9 above, the mean score of both leaders ($M=2.82$, $SD=.998$) and teachers ($M = 2.90$, $SD=.904$) agreed that leaders the large size of the school community (staff and teachers). The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding leaders the large size of the school community or practice, $t(147.064) = (-.494)$, $p=.622$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that the large size of the school community (staff and teachers) has indirect effect on student academic achievement

With respect to item 7 as shown in Table 4.9 above, the mean score of both leaders ($M=3.15$, $SD=1.002$) and teachers ($M = 2.92$, $SD=1.043$) agreed that leaders unwise interference of higher officials in the functions of school leaders. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding leaders unwise interference of higher officials or practice, $t(178) = (1.502)$, $p=.135$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that leader's unwise interference of higher officials in the functions of school leaders has indirect effect on student academic achievement

4.3 .Analysis of Students' Academic Achievement

This sub-topic presents analysis of students' achievement for three consecutive years on grade ten national examinations. A summary of students' achievement is presented in Appendix A. However, a brief explanation of each school's student achievement is presented as follows.

Uka School has averaged 676 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in this school only averaged 12.52% joined 11th grade. About 57.97% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 42.03% achieved below < 2.00 . The three years mean of the total joined 11th grade students' scores for school 01 was $M = 2.92$ and the standard deviation was found to be $SD = .0.09$.

Nopha School the averaged 687 students for the last three consecutive years (2008–2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in this school only averaged 8.97% joined 11th grade. About 51.29% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 48.71% achieved below < 2.00. The three years mean of the total joined 11th grade students' scores for school 02 was $M = 2.83$ and the standard deviation was found to be $SD = .03$.

Mettu School has averaged 1078 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in this school only averaged 10.15% joined 11th grade. About 50.52% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 49.48% achieved below < 2.00. The three years mean of the total joined 11th grade students' scores for school 03 was $M = 2.95$ and the standard deviation was found to be $SD = .11$.

Lalo School has averaged 674 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in this school only averaged 30.16% joined 11th grade. About 73.46% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 26.54% achieved below < 2.00. The three years mean of the total joined 11th grade students' scores for school 04 was $M = 2.88$ and the standard deviation was found to be $SD = .001$.

Gore School has averaged 1240 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in this school only averaged 17.34% joined 11th grade. About 56.32% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 43.68% achieved below < 2.00. The three years mean of the total joined 11th grade students' scores for school 05 was $M = 3.03$ and the standard deviation was found to be $SD = .14$.

Burussa School an averaged 717 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the

indicated years in this school only averaged 31.52% joined 11th grade. About 67.72% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 32.28% achieved below < 2.00. The three years mean of the total joined 11th grade students' scores for school 06 was M = 2.93 and the standard deviation was found to be SD = .21.

Hurumu School total averaged 1539 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in this school only averaged 17.71% joined 11th grade. About 59.18% of the total students achieved >2.00 grade point average. From the total students who sat for the national exams in the indicated years in this school, on averaged 40.82% achieved below < 2.00. The three years mean of the total joined 11th grade students' scores for school 07 was M = 2.96 and the standard deviation was found to be SD = .01.

4.4. Relationship between school leadership practices and student academic achievement.

Table4:10: Relationship between Model the way and student academic achievement.

		Correlations	
		Model the way of leadership practice	Student academic achievement
Model the way of leadership practice	Pearson Correlation	1	.459
	Sig. (2-tailed)		.301
	N	7	7
Student academic achievement	Pearson Correlation	.459	1
	Sig. (2-tailed)	.301	
	N	7	7

Pearson Correlation Coefficient test was carried out to examine the relationship between Modeling the way leadership practices and student academic achievement in secondary schools of IAB Zone. The Model the way leadership practice each item mean score sample schools and students' academic achievement overall sample schools mean the total joined 11th grade students' scores in appendix A were correlated using the Pearson Correlation. This gave a correlation coefficient which showed the direction of association between the variables as showed in above Table4.10. There was a positive correlated relationship between Model the way leadership

practice and students' academic achievement ($r=.459$, $n=7$, $P> 0.05$). The result also suggests that there is a strong insignificant association between Model the way leadership practice and students' academic achievement. This implies that there was strong contribution or strong effect of Model the way leadership practices on students' academic achievement.

Table4:11: Relationship between Inspire a shared vision and student academic achievement.

		Correlations	
		Inspire a shared vision leadership practice	Student academic achievement
Inspire a shared vision leadership practice	Pearson Correlation	1	.216
	Sig. (2-tailed)		.642
	N	7	7
Student academic achievement	Pearson Correlation	.216	1
	Sig. (2-tailed)	.642	
	N	7	7

Pearson Correlation Coefficient test was carried out to examine the relationship between Inspire a shared vision leadership practices and student academic achievement in secondary schools of IAB Zone. Inspire a shared vision leadership practice each item mean score sample schools and students' academic achievement overall sample schools mean the total joined 11th grade students' scores in appendix A were correlated using the Pearson Correlation. This gave a correlation coefficient which showed the direction of association between the variables as summarized in Table4.11. There was a positive correlated relationship between Inspire a shared vision leadership practice and students' academic achievement ($r=.216$, $n=7$, $P> 0.05$). The result also suggests that there is a moderate insignificant association between Inspire a shared vision leadership practice and students' academic achievement. This implies that there was moderate contribution or moderate effect of Inspire a shared vision leadership practices on students' academic achievement.

Table4:12: Relationship between Challenge the process and student academic achievement.

		Correlations	
		Challenge the process leadership practice	Student academic achievement
Challenge the process leadership practice	Pearson Correlation	1	.120
	Sig. (2-tailed)		.798
	N	7	7
Student academic achievement	Pearson Correlation	.120	1
	Sig. (2-tailed)	.798	
	N	7	7

Pearson Correlation Coefficient test was carried out to examine the relationship between Challenges the process leadership practices and student academic achievement in secondary schools of IAB Zone. Challenges the process leadership practice each item mean score sample schools and students' academic achievement overall sample schools mean the total joined 11th grade students' scores in appendix A were correlated using the Pearson Correlation. This gave a correlation coefficient which showed the direction of association between the variables as showed in above Table4.12. There was a positive correlated relationship between Challenges the process leadership practice and students' academic achievement ($r=.120$, $n=7$, $P> 0.05$). The result also suggests that there is a moderate insignificant association between Challenges the process leadership practice and students' academic achievement. This implies that there was moderate contribution or moderate effect of challenges the process leadership practices on students' academic achievement.

Table4:13: Relationship between Enable others to act and student academic achievement.

		Correlations	
		Enable others to act leadership practice	Student academic achievement
Enable others to act leadership practice	Pearson Correlation	1	.270
	Sig. (2-tailed)		.558
	N	7	7
Student academic achievement	Pearson Correlation	.270	1
	Sig. (2-tailed)	.558	
	N	7	7

Pearson Correlation Coefficient test was carried out to examine the relationship between Enable others to act leadership practices and student academic achievement in secondary schools of IAB Zone. Enable others to act leadership practice each item mean score sample schools and students' academic achievement overall sample schools mean the total joined 11th grade students' scores in appendix A were correlated using the Pearson Correlation. This gave a correlation coefficient which showed the direction of association between the variables as indicated in above Table4.13. There was a positive correlated relationship between Enable others to act leadership practice and students' academic achievement ($r=.270$, $n=7$, $P> 0.05$). The result also suggests that there is a moderate insignificant association between Enable others to act leadership practice and students' academic achievement. This implies that there was moderate contribution or moderate effect of Enable others to act leadership practices on students' academic achievement.

Table4:14: Relationship between Encourage the Heart and student academic achievement.

		Correlations	
		Encourage the Heart leadership practice	Student academic achievement
Encourage the Heart leadership practice	Pearson Correlation	1	.357
	Sig. (2-tailed)		.432
	N	7	7
Student academic achievement	Pearson Correlation	.357	1
	Sig. (2-tailed)	.432	
	N	7	7

Pearson Correlation Coefficient test was carried out to examine the relationship between Encourage the Heart leadership practices and student academic achievement in secondary schools of IAB Zone. Encourage the Heart leadership practice each item mean score sample schools and students' academic achievement overall sample schools mean the total joined 11th grade students' scores in appendix A were correlated using the Pearson Correlation. This gave a correlation coefficient which showed the direction of association between the variables as indicated in above Table4.14. There was a positive correlated relationship between Encourage the Heart leadership practice and students' academic achievement ($r=.357$, $n=7$, $P> 0.05$). The result also suggests that there is a strong insignificant association between Encourage the Heart leadership practice and students' academic achievement. This implies that there was strong contribution or strong effect of Encourage the Heart leadership practices on students' academic achievement.

Table4:15: Relationship between school leadership practices and student academic achievement.

		Correlations	
		Student academic achievement	Leadership practices
Student academic achievement	Pearson Correlation	1	.297
	Sig. (2-tailed)		.518
	N	7	7
Leadership practices	Pearson Correlation	.297	1
	Sig. (2-tailed)	.518	
	N	7	7

The relationship between school leadership practices and student academic achievement was determined by performing Pearson Correlation Coefficient test. The leadership practice mean score and students' academic achievement overall sample schools mean the total joined 11th grade students' scores in appendix A were correlated using the Pearson Correlation. This gave a correlation coefficient which showed the direction of association between the variables as summarized in above Table4:15 Pearson Correlation Coefficient was used to establish the relationship between leadership practice and students' academic achievement. There was a positive correlated relationship between the leadership practice and students' academic achievement ($r=.297$, $n=7$, $P> 0.05$). The result also suggests that there is a moderate insignificant association between leadership practice and students' academic achievement. This implies that there was moderate contribution or moderate effect of the five leadership practices on students' academic achievement.

4.5. The difference on leadership practices in secondary schools.

To examine the difference on the leadership practices among levels of schools as function of sample secondary schools, a one way ANOVA between groups of variance was conducted as it is discussed below.

Table4:16: ANOVA table of Model the way Leadership practice
ANOVA

Model the way leadership practice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.139	6	2.190	29.030	.000
Within Groups	2.640	35	.075		
Total	15.779	41			

As indicated in Table4:16 above One way ANOVA was carried out to examine the extent to which Model the way leadership practice differ among secondary schools of IAB Zone . It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6,df) = 29.030$, $p = .000$) which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of model the way leadership practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka (M =2.773, SD=.239), Nopha (M=2.506, SD=.193), Mettu (M=3.426, SD=.192), Lalo (M=4.188, SD=.347), Gore (M=3.855, SD=.403), Burusa (M=3.816, SD=.263), and Urumu (M= 3.460, SD=.206), these showed there is significance differences between each schools in performance of model the way leadership practice to support student academic achievement.

Table4:17: ANOVA table of Inspire a shared vision Leadership practice

ANOVA

Inspire a shared vision leadership practice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.922	6	1.820	10.680	.000
Within Groups	5.966	35	.170		
Total	16.888	41			

As indicated in Table4:17 above One way ANOVA was carried out to examine the extent to which Inspire a shared vision leadership practice differ among secondary schools of IAB Zone . It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6,df) = 10.680$, $p = .000$ which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of Inspire a shared vision leadership practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka (M =2.926, SD=.293), Nopha (M=2.691, SD=.447), Mettu (M=3.288, SD=.393), Lalo (M=4.231, SD=.518), Gore (M=3.563, SD=.366), Burusa (M=4.000, SD=.487), and Urumu (M=3.301, SD=.332), these showed there is significance differences between each schools in performance of Inspire a shared vision leadership practice to support student academic achievement.

Table4:18: ANOVA table of Challenge the process Leadership practice

ANOVA

Challenge the process leadership practice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.251	6	1.875	16.366	.000
Within Groups	4.010	35	.115		
Total	15.261	41			

As indicated in Table4:18 above One way ANOVA was carried out to examine the extent to which Challenge the process leadership practice differ among secondary schools of IAB Zone . It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6,df) = 16.366$, $p = .000$ which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of Challenge the process leadership practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka (M =2.766, SD=.400), Nopha (M=2.841, SD=.264), Mettu (M=3.215, SD=.317), Lalo (M=4.135, SD=.319), Gore (M=3.448, SD=.386), Burusa (M=4.166, SD=.344), and Urumu (M=3.371, SD=.317), these showed there is significance differences between each schools in performance of Challenge the process leadership practice to support student academic achievement.

Table4:19: ANOVA table of Enable others to act Leadership practice

ANOVA

Enable others to act leadership practice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.646	6	2.108	20.088	.000
Within Groups	3.672	35	.105		
Total	16.318	41			

As indicated in Table4:19 above one way ANOVA was carried out to examine the extent to which Enable others to act leadership practice differ among secondary schools of IAB Zone. It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6,df) = 20.088$, $p = .000$ which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of Enable others to act leadership practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka ($M = 3.213$, $SD = .480$), Nopha ($M = 2.955$, $SD = .355$), Mettu ($M = 3.826$, $SD = .390$), Lalo ($M = 4.515$, $SD = .117$), Gore ($M = 3.9550$, $SD = .376$), Burusa ($M = 4.441$, $SD = .215$), and Urumu ($M = 3.470$, $SD = .151$), these showed there is significance differences between each schools in performance of Enable others to act leadership practice to support student academic achievement.

Table4:20: ANOVA table of Encourage the Heart Leadership practice

ANOVA

Encourage the Heart leadership practice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.914	6	2.986	34.052	.000
Within Groups	3.069	35	.088		
Total	20.983	41			

As indicated in Table4:20 above one way ANOVA was carried out to examine the extent to which Encourage the Heart leadership practice differ among secondary schools of IAB Zone. It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6,df) = 34.052$, $p = .000$ which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of Encourage the Heart leadership

practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka (M =3.160, SD=.502), Nopha (M=2.528, SD=.090), Mettu (M=3.400, SD=.113), Lalo (M=4.471, SD=.115), Gore (M=3.920, SD=.426), Burusa (M=4.466, SD=.108), and Urumu (M=3.548, SD=.364), these showed there is significance differences between each schools in performance of Encourage the Heart leadership practice to support student academic achievement.

Table4:21 ANOVA table of five Leadership practice
ANOVA

Leadership practice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.450	6	1.742	39.287	.000
Within Groups	1.241	28	.044		
Total	11.691	34			

As indicated in Table4:20 above one way ANOVA was carried out to examine the extent to which the five dimensions of exemplary leadership practices differ among secondary schools of IAB Zone. It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6,df) = 39.287, p = .000$ which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of leadership practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka (M =2.964, SD=.212), Nopha (M=2.700, SD=.196), Mettu (M=3.426, SD=.23660), Lalo (M=4.304, SD=.17401), Gore (M=3.744, SD=.229), Burusa (M=4.174, SD=.280), and Urumu (M=3.428, SD=.093), these showed there is significance differences between each schools in performance of the five dimensions of exemplary leadership practice to support student academic achievement. Since the effects in performance in sample schools were found to be significant, it implies that the means differ more than would be expected by chance alone. School leadership practice was low and leaders would be the core component of such achievement. School leadership assists in managing and shaping the flow of leadership practice process to support students' academic progress.

Chapter Five

5. Summary, Conclusions and Recommendations

This chapter summarizes of the major findings, the conclusions drawn from the findings and recommendations.

5.1. Summary of the Major Findings

The main purpose of this study was to examine the relationship between school leadership practices and students' academic achievement and suggest possible solution in secondary schools of Illu Aba Bora zone. The basic questions of this research involved investigating to what extent leadership is effectively practiced in secondary schools, relation between school leadership practices and student academic achievement in secondary schools, the difference on leadership practices in secondary schools and the possible impediments that affect school leadership effectiveness in the zone have also been assessed.

5.1.1. Model the way Leadership practice

As examine the extent to which one modeling the way leadership practice is effectively practiced to support students' academic achievement the perceptions of respondents in the aggregated modeling the way of both leaders (M=3.65, SD=0.847) and teachers (M = 3.28, SD= 0.909) agreed that leaders model the way for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding modeling the way (or) practice, $t(165.039) = (2.868)$, $p=.175$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that model the way leadership practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that model the way leadership practice has no direct effect on student academic achievement rather leaders must model the way for teachers to improve students result.

5.1.2. Inspire a shared vision Leadership practice

As examine the extent to which one inspire a shared vision leadership practice is effectively practiced to support students' academic achievement the perceptions of respondents in the aggregated inspire a shared vision of both leaders (M=3.47, SD=0.830) and teachers (M = 3.36, SD= 0.812) agreed that leaders inspire a shared vision for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders

and school teachers regarding inspire a shared vision (or) practice, $t(175.026) = (.810)$, $p=.285$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that inspire a shared vision of leadership practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that inspire a shared vision leadership practice has no direct effect on student academic achievement rather leaders must inspire a shared vision for teachers and other stakeholder to improve students result.

5.1.3. Challenge the process Leadership practice

As examine the extent to which one challenge the process leadership practice is effectively practiced to support students' academic achievement the perceptions of respondents in the aggregated challenge the process of both leaders ($M=3.37$, $SD=0.843$) and teachers ($M =3.40$, $SD=0.814$) agreed that leaders challenge the process for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding challenge the process or practice, $t(159.613) = (-0.341)$, $p=.345$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that challenge the process or practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that challenge the process leadership practice has no direct effect on student academic achievement rather leaders must challenge the process for teaching and learning to improve students result.

5.1.4. Enable others to act Leadership practice

As examine the extent to which Enable others to act leadership practice is effectively practiced to support students' academic achievement the perceptions of respondents in the aggregated Enable others to act of both leaders ($M=3.91$, $SD=.893$) and teachers ($M =3.64$, $SD=.849$) agreed that leaders Enable others to act for students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions leaders and school teachers regarding Enable others to act or practice, $t(161.901) = (2.024)$, $p=.163$) in secondary schools of Ilu Aba Bora Zone. This finding suggests that Enable others to act or practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that Enable others to act leadership practice has no direct effect on student academic achievement rather leaders must Enable teachers to act to improve students result.

5.1.5. Encourage the heart Leadership practice

As examine the extent to which Encourage the Heart leadership practice is effectively practiced to support students' academic achievement the perceptions of respondents in the aggregated Encourage the Heart of both leaders (M=3.77, SD=0.864) and teachers (M =3.51, SD=0.930) agreed that leaders Encourage the Heart to support students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding Encourage the Heart or practice, $t(166.520) = (1.962)$, $p=.091$ in secondary schools of Ilu Aba Bora Zone. This finding suggests that Encourage the Heart or practice has no direct effect on student academic achievement. The study finding agrees with Shimelis (2017), & Serena (2006) report that Encourage the Heart leadership practice has no direct effect on student academic achievement rather leaders must Encourage the Heart of teachers to improve students result.

5.1.6. Leadership practice affects student Academic achievement

The study found out that which leadership practice affected student academic achievements in all schools were with the mean score of both leaders (M=3.86, SD=.881) and teachers (M =3.87, SD=.947) agreed that leaders the combination of the five leadership exemplary of leadership practice (Model the way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the Heart) to affect students' academic achievement. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding the combination of the five leadership or practice, $t(178) = (-.022)$, $p=.983$ in secondary schools of Ilu Aba Bora Zone. As a result, the implementing of the five leaderships exemplary of leadership practice for student academic achievement in the sampled schools is adequate to enhance student achievement. As indicates that the obtained data from leaders and teachers on "Leadership practice and student academic achievement does not have any relations" most of respondents responded the leaders has confirmed that schools' leadership practice have a relation with students' academic achievement. This indicates that, if leadership did not perform its duty properly teachers, students and staff workers could not have discharged their responsibility as it is needed.

5.1.7. Challenges or problems that Affect school Leadership practices

Regarding the Challenges or problems that affecting leadership practice effectiveness of leaders, the study revealed that lack of adequate training towards leadership is one of the major factors as the mean score of both leaders ($M=3.99$, $SD=.929$) and teachers ($M = 4.16$, $SD=.818$) agreed that leaders Lack of adequate training towards school leadership and management. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers regarding item one or practice, $t(178) = (-1.327)$, $p=.186$ in secondary schools revealed that both groups rated it as a very highly affecting factor. In addition to that lack of experience and lack of availability of Educational Resource (financial and material) are also other major factor for the ineffectiveness of school leadership practice.

5.1.8. Analysis of Students' Achievement

In all sample Schools have averaged 6611 students for the last three consecutive years (2008 – 2010) E.C for grade ten national exams. Among these students who sat for the national exams in the indicated years in these schools only averaged 18.33% joined 11th grade. These indicate that schools were performed below standards in joined 11th grade.

5.1.9. Relationship between school leadership practices and student academic achievement

Pearson Correlation Coefficient test was carried out to examine the relationship between each leadership practice and students' academic achievement. The results showed a positive correlated relationship between in all the five leadership practice and students' academic achievement. It also tested the relationship between the aggregated score of all sample schools leadership practice and student academic achievement. There was a positive correlated relationship between the leadership practice and students' academic achievement ($r=.297$, $n=7$, $P> 0.05$). The result also suggests that there is a moderate insignificant association between leadership practice and students' academic achievement. This implies that there was moderate contribution or moderate effect of the five leadership practices on students' academic achievement. The study finding agrees with Shimelis (2017), Leithwood (2010), & Serena (2006) report that a moderate and insignificant relationship between leadership practices and student academic achievement.

5.1.10. The difference on leadership practices in secondary schools

In this current study one way ANOVA was carried out to examine the extent to which each five leadership practice differ among secondary schools of IAB Zone. It was revealed that significant difference exists among the seven schools as perceived by respondents, which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of each leadership practice in sample schools of Ilu Aba Bora Zone. The Post hoc analysis result also revealed the existence of difference between each school the mean score of each leadership practice results showed there are significance differences between each school in performance of each leadership practice to support student academic achievement. It also tested the extent to which the five dimensions of exemplary leadership practices differ among secondary schools. It was revealed that significant difference exists among the seven schools as perceived by respondents, $F(6, df) = 39.287, p = .000$ which is below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of leadership practice in sample schools. The Post hoc analysis result also revealed the existence of difference between each schools the mean score of Uka ($M = 2.964, SD = .212$), Nopha ($M = 2.700, SD = .196$), Mettu ($M = 3.426, SD = .23660$), Lalo ($M = 4.304, SD = .17401$), Gore ($M = 3.744, SD = .229$), Burusa ($M = 4.174, SD = .280$), and Urumu ($M = 3.428, SD = .093$), these showed there is significance differences between each schools in performance of the five dimensions of exemplary leadership practice to support student academic achievement. Since the effects in performance in sample schools were found to be significant, it implies that the means differ more than would be expected by chance alone. School leadership would be the core component of such achievement. School leadership assists in managing and shaping the flow of cultural information to support students' academic progress. This finding confirms Shimelis (2017), Leithwood (2010), & Serena (2006) found that leader' daily leadership practices that contributed towards creating conducive teaching and learning environments positively influence student academic achievement.

5.2. Conclusions

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

As examine the extent to which each leadership practice is effectively practiced to support students' academic achievement the perceptions of respondents in all the five leadership practices (Model the way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the heart) of both leaders and teachers results showed statistically there is no significant difference exists between regarding leadership practice and student academic achievement in secondary schools of Ilu Aba Bora Zone. This finding suggests that leadership practices have no direct effect on student academic achievement rather leaders must facilitate the way for teachers to improve students result.

The study found out that which leadership practice affected student academic achievements in all schools were which the combination of the five leadership exemplary of leadership practices (Model the way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the Heart) leadership practices. As a result, the implementing of the five leaderships exemplary of leadership practice for student academic achievement in the sampled schools is adequate to enhance student achievement.

There was a positive correlated relationship between in all the five leadership practice and students' academic achievement. It also tested the relationship between the aggregated score of all sample schools leadership practice and student academic achievement. There was a positive correlated relationship between the leadership practice and students' academic achievement. The result also suggests that there is a moderate insignificant association between leadership practice and students' academic achievement. This implies that there was moderate contribution or moderate effect of leadership practices on students' academic achievement.

The result of one way ANOVA the difference on the leadership practices among the extent to which the five dimensions of exemplary leadership practices differ among secondary schools. It was revealed that significant difference exists among the seven schools as perceived by respondents which are below 0.05 and, therefore there is statistically significance differences in sample schools' and the mean of leadership practice. The Post hoc analysis result also revealed the existence of difference between each schools showed there is significance differences between each schools in performance of the five dimensions of exemplary leadership practice to

support student academic achievement. This implies that leaders were not implemented leadership practice as expected level in order to enhance students' academic achievement as established by this study.

Regarding the Challenges or problems that affecting leadership practice effectiveness of leaders, the study revealed that lack of adequate training towards leadership is one of the major factors as the mean score of both leaders and teachers agreed that leaders Lack of adequate training towards school leadership and management rated it as a very highly affecting factor. The result also shows statistically there is no significant difference exists between perceptions school leaders and teachers in secondary schools. In addition to that lack of experience and lack of availability of Educational Resource (financial and material) are also other major factor for the ineffectiveness of school leadership practice.

5.3. Recommendations

On the basis of the findings and conclusions arrived at, the following recommendations were forwarded so that government secondary school leadership effectiveness could be improved. Therefore, the researcher recommended the following:

- 1.** For the success and effectiveness of school leadership on students' academic achievement, the school leaders are advised to do their best in the combination of the five leadership exemplary of leadership practice (Model the way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the Heart) leadership practices to improve their school outcomes with teachers and concerned stakeholders.
- 2.** There was a little commitment of school leaders in four sample schools in modeling the way inspire a shared vision and challenge the process in their leadership practice to improve students' academic achievement. The researcher recommends that school leaders in secondary schools of Ilu Aba Bor Zone be committed to model the way, inspire a shared vision and challenge the process in their leadership practice to improve students' academic achievement.
- 3.** From MoE to Wereda Education Office in collaboration with the school leaders are advised to create and facilitate different trainings, seminars and workshops in order to provide leaders with current information and update them for the better leadership practices to improve academic achievement of the students in the school.
- 4.** There was poor academic achievement of students in the schools in joined 11th grade and insufficient contributions of school leaders to students' academic achievement and success. The researcher recommended that school leaders, whether they are occupying formal administrative roles such as the leadership or not, they need to devote their time and effort to think about leadership in schools and take necessary actions by discussing the problem with the concerned stakeholders to manifest students' academic success.
- 5.** Almost all leaders who were leading the sampled schools were subject specialists who had not attended any training to strengthen their effectiveness. Therefore, the researcher strongly recommends Regional Education Bureau and Zone Education Office to provide leadership trainings for school leaders as an in service program or in any possible ways in order to fill the gap and capacitate the school leaders.

6. Regional Education Bureau and Zone Education Office should facilitate and solve the educational resource constraints found in the schools and provide regular support for the schools. In order to increase their leadership effectiveness on students' academic achievement,
7. Although this research may have its own contribution in understanding the effectiveness of school leadership on students' academic achievements in Ilu Aba Bora Zone, the outcomes of the study were not completed as it was initially anticipated. Therefore, the researcher recommends that those who want to conduct further study on the leadership practice and student academic achievement in the secondary schools of the zone.

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APPENDIX A

Result of students on national exam from the zone education office

N ^o	School Name	Year	NO	>2.00 in %	< 2.00 in %	Joined 11 th grade in %	M	SD
01	Uka	2008	229	57.21	42.79	10.92	2.92	.09
		2009	206	63.59	36.41	12.14		
		2010	241	53.11	46.89	14.52		
		Average	676	57.97	42.03	12.52		
02	Nopha	2008	260	56.54	43.46	9.62	2.83	.03
		2009	203	47.78	52.22	3.45		
		2010	224	49.55	50.45	13.84		
		Average	687	51.29	48.71	8.97		
03	Mettu	2008	356	38.20	61.8	6.18	2.95	.11
		2009	336	57.14	42.46	9.52		
		2010	386	56.22	43.78	14.77		
		Average	1078	50.52	49.48	10.15		
04	Lalo	2008	192	40.63	59.37	4.69	2.88	.001
		2009	230	81.74	18.26	23.91		
		2010	252	98.02	1.98	61.90		
		Average	674	73.46	26.54	30.16		
05	Gore	2008	442	43.21	56.79	10.63	3.03	.14
		2009	412	63.83	36.17	20.15		
		2010	386	61.92	38.08	21.24		
		Average	1240	56.32	43.68	17.34		
06	Burussa	2008	205	42.44	57.56	4.88	2.93	.21
		2009	292	63.01	36.99	9.25		
		2010	220	97.73	2.27	80.45		
		Average	717	67.72	32.28	31.52		
07	Hurumu	2008	402	51.74	48.26	10.70	2.96	.01
		2009	666	50.45	49.55	8.26		
		2010	471	75.37	24.63	34.18		
		Average	1539	59.18	40.82	17.71		

APPENDIX B
JIMMA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRES TO BE FILLED BY SECONDARY SCHOOL TEACHERS AND
SCHOOL LEADERS (PRINCIPALS, VICE PRINCIPALS, UNIT LEADERS,
SUPERVISORS AND DEPARTMENT HEADS)

Dear Respondent,

This questionnaire is designed to gather information about the school leadership practice and students' academic achievement in secondary schools of Illu Aba Bora Zone. The study focuses on government secondary schools in the zone. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, frank opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through tel. number 0917808539 or e-mail address tsegavesrt@gmail.com.

N.B: - No need to write your name

-Each question has its own instruction to follow

-You have to return the questionnaire as soon as possible after completion.

Thank you in advance!

I. Personal Information

Direction 1:

Write name of your school on the blank space provided and put (√) mark on the dash you chose as answer for each question.

Zone _____ Woreda _____ Name of the school: _____

1.1. Your role in school: Supervisor _____ Dept. head _____ Teacher _____ Unit leader _____

1.2. Sex: Male _____ Female _____

1.3. Age: Below 20 _____ 21-25 _____ 26-30 _____ 31-35 _____ 36-40 _____
41-45 _____ 46-50 _____ 51-55 _____ above 56-60 _____

1.4. Level of Educational attainment: Certificate _____ Diploma _____
BA/BSC/BED _____ MA/MSc _____ other _____

1.5. Work experience in years: 5 and below _____ 6-10 Year _____ 11-15 Year _____
16-20Year _____ 21-25Year _____ 26 and above year _____

1.6. Training attended relevant to School leadership:

Did not take at all _____ less than 1 week _____ 1-2 week _____
 3-4 week _____ 1-3 month _____ More than 3 month _____

Part II, Secondary School Leadership practice

Direction 2: The following statements show practice of school leadership. Please indicate the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item. The numbers indicate:

5= Very High 4= High 3= Moderate 2=Low 1= Very Low

A. Model the way for Student academic achievement

No	Item	1	2	3	4	5
	He or She:					
1	Sets a personal example of what he/she expects of others					
2	Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on					
3	Follows through on the promises and commitments that he/she makes					
4	Asks for feedback on how his/her actions affect other people's performance					
5	Builds consensus around a common set of values for running our organization					
6	Is clear about his/her philosophy of leadership					

B. Inspire a shared vision for Students' academic achievement

No	Item	1	2	3	4	5
	He or She:					
1	Talks about future trends that will influence how our work gets done					
2	Describes a compelling image of what our future could be like					
3	Appeals to others to share an exciting dream of the future					
4	Shows others how their long-term interests can be realized by enlisting in a common vision					
5	Paints the "big picture" of what we aspire to accomplish					
6	Speaks with a genuine conviction about the higher meaning and purpose of our work					

C .Challenge the process for Student academic achievement

No	Item	1	2	3	4	5
	He or She:					
1	Seeks out challenging opportunities that tests his/her own skills and abilities					
2	Challenges people to try out new and innovative ways to do their work					
3	Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do					
4	Asks “What can we learn?” when things don’t go as expected					
5	Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on					
6	Experiments and take risks, even when there is a chance of failure					

D .Enable others to act for Student academic achievement

No	Item	1	2	3	4	5
	He or She:					
1	Develops cooperative relationships among the people he/she works with					
2	Actively listens to diverse points of view					
3	Treats others with dignity and respect					
4	Supports the decisions that people make on their own					
5	Gives people a great deal of freedom and choice in deciding how to do their work					
6	Ensures that people grow in their jobs by learning new skills and developing Themselves					

E .Encourage the Heart for Student academic achievement

No	Item	1	2	3	4	5
	He or She:					
1	Praises people for a job well done					
2	Makes it a point to let people know about his/her confidence in their abilities					
3	Makes sure that people are creatively rewarded for their contributions to the success of our projects					
4	Publicly recognizes people who exemplify commitment to shared values					
5	Finds ways to celebrate accomplishments					
6	Gives the members of the team lots of appreciation and support for their contributions					

III. Leadership practice and Academic achievement

Direction 3: The following statement shows student academic achievement and leaders' practice in school. To what extent the following leadership practice do you think will affect students' academic achievement by putting tick mark (√) in one of the boxes against each item? The numbers indicate: 5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No	Item	1	2	3	4	5
1	Model the way of leadership practice has affected students' achievement					
2	Inspire a shared vision of leadership practice has affected students' achievement					
3	Challenge the process of leadership practice has affected students' achievement					
4	Enable others to act of leadership practice has affected students' achievement					
5	Encourage the Heart of followers has affected students' achievement					
6	The combination of the five leadership exemplary of leadership practice have affected students' achievement					
7	Leadership practice and student academic achievement does not have any relations					

IV. Challenges or problems that affecting School Leadership practices

Direction 4: The following statements show major challenges or problems that affecting Principals' Leadership practices. Please indicate the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item.

5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No	Item	5	4	3	2	1
1	Lack of adequate training towards school leadership and management					
2	Lack of experience to manage and mobilize the school community and activities towards shared goal					
3	Lack of regular supervisory support from the concerned education officials					
4	Restricted powers of school leaders to decide on issues					
5	Lack of availability of educational resource(financial and materials)					
6	The large size of the school community(staff and teachers)					
7	Unwise interference of higher officials in the functions of school leaders					

APPENDIX C
JIMMA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
A Guide for Document Analysis and observation checklist
Region _____ Name of the Zone _____

Result of students on national exam from the zone education office

N ^o	School Name	Year	NO	>2.00 in %	< 2.00 in %	Joined 11 th grade in %
01	Uka	2008				
		2009				
		2010				
		Average				
02	Nopha	2008				
		2009				
		2010				
		Average				
03	Mettu	2008				
		2009				
		2010				
		Average				
04	Lalo	2008				
		2009				
		2010				
		Average				
05	Gore	2008				
		2009				
		2010				
		Average				
06	Burussa	2008				
		2009				
		2010				
		Average				
07	Hurumu	2008				
		2009				
		2010				
		Average				