

THE RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' LEADERSHIP
BEHAVIORS AND THE STUDENTS' ACADEMIC ACHIEVEMENTS: THE
CASE OF SECONDARY SCHOOLS IN BUNO BEDELLE ZONE

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The thesis entitled: ‘The Relationship between School Principal Leadership Behavior and Students ‘Academic Achievement in Secondary Schools of Buno Bedele Zone, Oromia Region state ‘ conducted by Merga Wakjirawas approved by board of examiners

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Abbreviations and Acronyms

BBZEBB Buno Bedele Zone Education Bureau

EdA Educational Administration

EdPM Educational Planning and Management

ESDP Education Sector Development Program

EGSECE Ethiopian General Secondary Education Certificate Examination

FGD Focus Group Discussion

GEQIP General Education Quality Improvement Program

MoE Ministry of Education

PTA Parent Teacher Association

REB Regional Education Bureau

SIP School Improvement Program

SPSS Statistical Package for Social Science

TDP Teacher Development Program

WEO Woreda Education Office

WETB Woreda Education Training Board

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ABSTRACT

The purpose of the study was to identify the relationship between school principal leadership behavior and student academic achievement of secondary schools of Buno Bedele Zone, Oromia Region, Ethiopia. The study was used both qualitative and quantitative approaches. The study included eight secondary schools in Buno Bedele zone. 154 teachers, 5 supervisors, 8 principals, 9 vice principals, 8 PTA chairpersons and 8 student representatives were also included in the study by using available methods. The study was adopted correlation research design that enables the researcher to easily establish the relationship between academic achievement and school principal leadership behavior in Buno Bedele zone. The result of the study indicates that about 76.27% (scored 2 point and above) of the students' academic achievement on EGSECE were good while about 23.73% (scored less than 2 point) were bad. The findings of the study revealed that change oriented leadership behavior had positive(0.652) influence on students' academic achievement, while relation oriented leadership behavior and task oriented leadership behavior had a negative influence (-0.338 and -0.844) respectively, on students' academic achievement. The study revealed that unless principals are well equipped with the knowledge and skills in school leadership, they would not be able to improve students' academic achievement significantly. The studies also reveal that change oriented leadership behavior (transformational leadership) were increase students' academic achievement. Generally, since change oriented behavior leadership includes both relation and task oriented leadership and it was democratic in behavior, it improves students' academic achievement. Therefore, the school principals should make a teacher participatory, highly imaginative and creative, use innovative teaching methods and also should have common understanding and shared value; the REB, WEO, ZEB in collaboration with MoE, are advised to organize or develop skill of educational planning management and leadership of principals, seminars and workshops for school principals on how to use the change oriented leadership behavior effectively in their schools based on the situation and to enhance their capacity and also the school leaders should improve the challenges affects the students' academic achievements by solving admirative with staff, filling skill gap through continuous advice and follow up, regular meeting with stakeholders.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study, definitions of key terms and organizations of the study.

1.1 Background of the Study

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. Leadership considered as a key factor in organizational effectiveness and the interest in educational leadership have increased over recent decades due to change on education system. The success or failure of educational program depends on the quality of leadership of the principal. Principals are expected to have strong vision, good communicative skills and be able to motivate teachers to bring about effective change. The main task of principal is to create conducive atmosphere for the teacher to be able to achieve desired change in student learning (Firestone and Riehl, 2005).

According to Yukl (2006), researchers have spent more time and energy conducting research on leadership behavior than on any other aspect of leadership. Research in leadership behavior falls into one of two categories: the first line of research examines how leaders spend their time throughout the day, their particular pattern of activities, and their job responsibilities. The second line of research focuses on identifying effective leadership behavior.

Hence, for the study, the leadership behavior of school leaders were explored based on Yukl's (2002, 2004) leadership behavior theory. This theory is based on the contingent model of leadership as it focuses on adaptive and flexible leadership behavior. Leadership behaviors are three the first one is relation-oriented leadership behavior is regarding to supporting, developing, recognizing and empowering. The second one is task-oriented leadership behavior studies short-term planning, clarifying task objectives and rule expectation and monitoring operations a performance and problem solving, And the third one is change oriented leadership behavior regarding monitoring the external environment, envisioning the change, encouraging innovation and creativity, taking risks and facilitating collective learning.

Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time the requirement to improve overall students' performance rest on the shoulders of schools principals. Therefore, the school's principal play important role with the intension to make teaching and learning more effective and to give quality education to students. According to Ministry of Education (MoE, 2010), the efforts made to strengthen professional skills of school leaders and the school improvement process which has been in place is part of the endeavor to looking for the solutions of education quality problems.

Ethiopia (ESDP III & IV) identified the factors and the major bottleneck for the timely implementation of planned activities is lack of leadership skills. Those who stayed in the school leadership role are not updated with the recent leadership styles. The degree of implementation of an innovation and success is different in different schools because of the actions and concerns of the principals and teachers.

Moreover, Madiha's (2012) research result showed that committed teachers engaged in behavior that led to achieve school goals and enhance student's achievement. MoE, Ethiopia (2005) stated that, the school principals are expected to maximize the learning environment and the learning outcome of schools. The role of the school principal is to make vigorous efforts to create a safe learning environment in school with a sense of ownership, work in collaboration with parents, facilitate effective communication among school actors, find solutions to student learning problems, lead staff development, organize experience sharing programs to the school community and be role model.

Therefore, from the above one can understand that without effective school principal leadership behavior inBunoBedele zone, it is impossible for schools to attain their academic achievement

1.2 Statement of the Problem

Principals need strong leadership skills to successfully lead the schools of the twenty-first century and address school improvement pressures. Current educational reform has focused a great on the influence of leadership behavior on school progress (Harris, 2005).

Beside to this, principals are challenged by internal challenges such as lack of cooperation of teachers, shortage of instructional resources, lack of principals' experience in principal ship, and heavy workload, and external challenges like interference in the principals' decision making process by superintendents, and lack of technical support from the superintendent in performing leadership behavior practices (Fekadu 2009).

Some studies claim that principals can contribute a significant positive impact, be it direct or in direct, on school improvement in general and student academic achievement in particular (Louis et al., 2010). 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 teacher's instruction" (Leithwood and Riehl, 2003).

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Hence, the practice of school principal leadership behavior on students' academic achievement in the selected zone secondary schools have different problems regarding the issue of low student achievement, low community participation, lack of facilities in most schools, lack of finance. Particularly, lack of school leadership capacity had frequently existing. Despite all the efforts made, the question of whether school leaders can impact the students' academic achievement is not clearly figured out. Also, the relation between school principal leadership behavior and students' academic achievement is debatable. This indicates that, there is an important research gap to be filled. That is why the researcher is initiated to conduct this study.

Therefore, this study was, designed to compare the relationship between school Principals of relation-oriented leadership behavior, task-oriented leadership behavior and change oriented leadership behavior and Students' Academic Achievements in selected secondary schools in Buno Bedele Zone Oromia region in Ethiopia

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

1. What leadership behaviors are mostly practiced in Buno Bedele Zone secondary schools?
2. Is there significant relationship between school principal leadership behaviors and student academic achievement in Buno Bedele?
3. What are the challenges affecting the practice of school principal leadership behaviors to improve academic achievement in secondary schools of Buno Bedele Zone?

1.3 Objectives of the study

In order to address the basic research questions of the study, the following general and specific objectives were proposed

1.3.1 General Objective

The general objective of this study was to determine the relationship between school principal's leadership behaviors and students' academic achievement in secondary school of Buno Bedelle Zone.

1.3.2 Specific Objectives

The specific objectives of the study were:

1. To describe the different types of leadership behavior practiced by the secondary school Principals to lead their school.
2. To describe the relationship between Principals leadership behavior and students' academic achievement in secondary schools of Buno Bedele Zone.
3. To identify the challenges affecting the factors that affects the practice of school principal leadership behaviors in secondary schools of Buno Bedele Zone.

1.4 Significance of the Study

The purpose of this study was assessing the relationship between school principal leadership behaviors and students' academic achievement in selected secondary school of Buno Bedele Zone, Oromia Regional State, Ethiopia. Thus, the finding of this study has the following potential contributions,

- It may provide information to regional and zonal educational officials on the current status of principal's leadership behavior and helps them to do their share to improve the students' academic achievement practices in secondary schools.
- The study may contribute to improve academic achievement by initiating school leaders, effectiveness, on students' academic achievement and other responsible parties.
- It provides good insights for principals and other school leaders to examine their effectiveness.
- Higher official and policy makers may have clear insight into the existing pitfalls in leadership behavior role and the influencing factors, so that appropriate measures that enhance leadership behavior could possibly be taken based on the findings and recommendation of the study.
- It may also give pertinent for school principal which oriented leadership behavior has good relationship to improve Students' Academic Achievements.
- It may serve as a base for other researchers to be conducted in this area.

1.5 Delimitations of the Study

In Buno Bedele zone, there are nine Woredas and one town administration. However, this study was geographically delimited to Buno Bedele zone of Oromia Regional State. In Buno Bedele zone, there were about 30 governmental secondary schools in 9 woredas and one town of the zone. Therefore, eight secondary schools were included in the study for manageable to study the issue under investigation. Delimiting the study area also has a variety of benefits and reasons. One of the reasons is that the researcher has been working in that specific area and has better background information on the study area. It helps the researcher to get full information from the participants. The second reason is that the researcher understands the native language that helps get pertinent information. Moreover, the researcher could get better support from the education office found in the area due to his work experience and familiarity with the environment.

On the other hand, the study was conceptually delimited to the relationship of the relation oriented leadership behavior, task oriented leadership behavior and change oriented leadership behavior leadership and their effect on students' academic achievement when used by school

principals. This enabled the researcher to make the study more manageable and feasible with the given time scope. In terms of the time of the research, the study was delimited to 2012 E.C. academic years

1.6. 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 document (EGSECE) results of the past three years during the time of appointment was one of the limitation. Some of the respondents could not fill the open ended questions. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

1.7 Definition of key Terms

Academic achievement: it refers to the students' scores in terms of points or grades (10)

Average on The Ethiopian General Secondary Education Certificate

Examinations (EGSECEs) will use as measures of achievement

Leadership behaviors: -are flexible in nature and influenced by the context and the intelligence of the Leaders. The adaptation to a 'flexible leadership'

Task-oriented leadership behavior is "to ensure that people, equipment, and other resources are used in an efficient way to accomplish the mission of a group or Organization.

Relation-oriented leadership behavior is focused on developing good and strong bonds with School members and other stakeholders in order to get the organization Business done Also Relationship behaviors the extent to which the leader engages in two-way or multiway communications

Change-oriented leadership behaviors are used to increase innovation, collective learning and

adaptation to external changes among organizational members. Change-Oriented leadership behaviors (Maturity) is the willingness and ability of a Person to take responsibility for directing his or her own behavior

Secondary schools- Refers to school teaching grades (9th-10th) according to Ministry of Education

1.8 Organization of the Study

This study was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presented a review of relevant literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter dealt with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study

CHAPTER TWO

2 REVIEW OF RELATED LITERATUR

This chapter focuses on a review of the literature related to a research of relationship between school principals' leadership behavior and students' academic achievement in secondary School. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and leadership behavior with special reference to school principals' leadership behavior that relate to educational. Leadership practices and leadership behavior of principals in the area of Buno Bedele Zone secondary school will be highlighted

2.1 The Concept of Leadership

Leithwood and Riehl cited in Wossenu (2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. 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. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008). As Bush and Glover cited in Pont (2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration

Leadership has diversified definitions and different authors also define leadership in different ways. For example, Hemphill and Coons cited in Yukl (2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision.

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008). As Bush and Glover cited in Pont (2008) depending on

country contexts, the term school leadership is often used interchangeably with school management and school administration.

Subsequent to this, leadership also the act of identifying important goals, motivating and enabling others to devote themselves and necessary resources to achievement (McQuire, 2001). School leaders are those persons, occupying various roles in the school, which provide and exert influence and direction in order to accomplish the school's goals (Leithwood&Riehl, 2003). An educational leader is an individual whose actions (both in relation to administrative and educational tasks) are intentionally geared to influencing the school's primary focus and ultimately the students' achievement (Witziers, Bosker, & Kruger, 2003).

To the researcher, leadership makes people feel important and then inspire them to exert their maximum effort to achieve the purpose. Koestenbaum (2002) states that leadership is greatness in all one does. Greatness is a style that leaders' practice in their daily activities such as: innovativeness, foresight, effectiveness, and flexibility giving high value for people and their willingness to take risk. Blanchard (2007) notes that leadership is the process of touching the 'thoughts and actions of others'. Likewise, Sashkin and Sashkin (2003) define leadership as the art of transforming people and organizations with the aim of improving the organization's performance. Moreover, Jean Marie (2004) defines leadership as a selfless desire to both serve and prepare others.

Leadership is not just the territory of officials at the highest position. It can arise at different echelons and by any person. Higher level leaders are also expected to create leadership in those leaders beneath them. This view is at the center of transformational leadership. What is essential to effective leadership is beliefs such as classroom instruction and, prominently, to issues of change in social life (Bass and Riggio, 2006).

Leadership and its potential outcome on organizational performance and enduring experience are at the front position of the agenda of organizations of the world. Hence, in this era of globalization, all organizations, be it profit making or not-for-profit, need high-quality leadership at all tiers. There is also growing evidence that senior leaders can play a crucial role in the design and success of service delivery and employment to meet the needs of an increasingly diverse population.

Leadership is the ability to influence a group toward achievement of goals. It is considered as the center of group change and activity, and embodies the willingness of the group. Leadership is also conceptualized from a personality perspective. According to Creighton (2005), this perspective considers personality, social, physical, or intellectual traits that differentiate leaders from others. Leadership has been defined in terms of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power to affect change in others (Northouse, 2013). While leadership is as an act or behavior, or change in a group that we observe as a consequence of leadership initiatives, Bonaros (2006), Munoz (2013) and Stone and Patterson (2005) find leadership as an instrument in facilitating the followers achieve their goals. It is nothing but enabling their followers translate their vision into reality.

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

2.2 Types of Leadership

A principal was influential to the successful functioning of a school and the quality of school performance was linked to the principal' style of leadership (Nir and Hameiri, 2014). Interest in the principal's behaviors and practices grew due to the school restructuring and account ability movement during the 1990s (Hallinger 2003). Leadwood and Jantzi(2000) suggested that principals demonstrated certain styles of leadership such as transactional, transformation, instructional, and contingency depending on context. This section of the literature review summarizes each of the four leadership styles separately, followed by a summary.

2.2.1 Transactional leadership

Burns(1978)defined transactional leadership as an exchange of one thing for another. Following the twentieth century business management practices that viewed the principal as a school manager, transactional principals were focused on efficiency and

productivity, management of existing relationships, a stable environment, and maintenance of routines (Hallinger, 2003; Silins, 1994). Although transactional leaders recognized what followers needed and wanted, principals typically carried the burden and reduced the voices of stakeholders in school-wide decision making (Leithwood and Day, 2007; Hallinger, 2003). According to Leithwood and Day (2007), a transactional principal was likely to closely supervise teachers, prescribe school-wide model of instruction, and monitor how time was used in the classroom.

Principal with a transactional leadership style was interested in maintaining the status quo (Nir & Hameiri, 2014; Silins, 1994). However, a tension existed in schools where the principal maintained the status quo but the school had not met student achievement benchmarks.

Transactional leadership is a leadership in which relationships with followers are based upon an exchange to some valued resource. Transactional leadership approaches have two forms. The first is active leader watches follower closely to identify mistakes (rule) violations. The second one is passive leader intervenes only after standards have not been met or problems have arisen. Also characteristics (behavior) of Transactional leaderships are: Contingent rewarded, Management by exception (active), Management by exception (passive) and Laissez-faire leader.

2.2.2 Transformational leadership

One of the newest and most encompassing approaches to educational leadership that has been the focus of much research since the early 1980s is the transformational approach. Transformational leadership is part of the new leadership paradigm, which gives more attention to the charismatic and affective elements of leadership (Northouse 2009). According to Krishnan (2005), transformational leadership is the favored style of leadership given that it is assumed to produce result beyond expectations. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Transformational leaders are recognized as change agents who are good role models who can create and articulate a clear vision for an organization and who empower followers to meet higher standards. It is a process that involves an exceptional form of influence that moves

followers to accomplish more than expected. This implies that transformational leadership emphasizes the importance of followers in the leadership process.

Transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential. The components of transformational leadership have evolved as refinements have been made in both the conceptualization and measurement of transformational leadership. In transformational leadership, the Principal performs as a change agent, altering school conditions or culture to improve Student learning. For this transformation to be successful, the Principal must engage Students, staff, parents, and the school community to heighten their productivity with Student learning goals in mind. Instructional management and leadership, when combined with transformational leadership, encompass a learning-centered leadership style. Principal leaders need to consider distributing leadership responsibilities in order to promote Student achievement.

As articulated by Bass and Avolio (1994) four factors characterize the behavior of transformational leaders': individual consideration, intellectual stimulation, inspirational motivation, and idealized influence.

The fundamental job of transformational leaders is to increase the responsiveness and consciousness of their subordinates to higher levels of behavior and goodness. The final measurement for actual transformational leaders is their role in promoting employees higher ethical maturity and they move followers to go beyond their self-interests for the benefit of their team, organization, or society (Mulla and Krishnan, 2012).

Tekleab et al. (2008) maintain that transformational leadership focuses on educating followers' loyalty to governmental goals and shaping the culture in ways consistent with the organizational plan. According to these authors, transformational leadership helps to focus followers' efforts on lasting targets. To achieve these objectives, they concentrate on setting goals and stimulating followers' desire for success. Bass (2010) also emphasizes that transformational leadership goes beyond one's self interest for the wellbeing of the society and that personal interests and values of employees are also aligned with that of the organization. Furthermore, transformational leadership inspire alterations or alignment of structures in the service of a new vision rather than functioning within existing systems to maintain the status quo.

Zagoršek, Dimovski, and Skerlavaj (2009) also portray the potential role of the transformational leadership as one of the essential ways of creating learning institutions. According to these authors, some behaviors of leadership such as helping and empowering of employees that are the features of transformational leadership positively affect organizational learning. Transformational leadership also influences employees and practices by encouraging flexibility and exchange of views and creating an environment for learning. This also creates a condition for improvement and employees develop the culture of taking initiatives, exploring and developing new ideas, actions, and products out of which organizations can benefit.

As the main action of transformational leadership involves stimulating followers to widen their horizon and see challenges from various perspectives, it also assists subordinates to grow and get to higher performance, and inspires them through a demanding goal. Such actions should be facilitated when the work group has created cultures and values that stimulate individual initiatives, new views, and innovative ideas (Charbonnier et al., 2010).

Transformational leaders constantly examine and review their environment to satisfy the changing needs of organizations. Transformational leaders also integrate the resources of the organizations and direct all efforts towards the common goal and make the organization open to change. In transformational leadership, accountability and responsibility are increased and transformational leaders constantly share the vision of the organization to all the members of the organizations. If organizations want to plan and implement change, they need to have transformational leadership practitioners. Transformational leadership also focuses more on the charismatic and emotional elements of leadership (Munoz, 2003). Therefore, prioritizing the organizations interest in the place of individual interest is sine-qua-non. Transformational leadership goes well with the needs of today's team-based organizations which can be effective when they are motivated and empowered to succeed in times of uncertainty.

Charbonnier et al. (2010) also state that transformational leadership behavior helps to set a common objective and vision of the future, encourage subordinates emotionally and show personal selflessness to employees. Transformational leadership is also certainly related to work group performance outputs. Chi and Huang (2014) assert that transformational leadership influences performance of team in organizations by determining shared targets within work groups.

Moreover, Bass and Riggio (2006) posit that transformational leaders ensure productivity by enabling the employees translate vision into action by inculcating inspirational culture across the institution that can create congenial working environment and to promote intellectual stimulation among the school community. Thus, the role of transformational leadership is reflected in the attributes of a principal who transforms the values and needs of teachers, motivates them to achieve goals beyond their expectation, and provides leadership and support through carefully conceived change stages, acting as a role model (Kim, 2012).

Today, there is widely accepted conceptualization that leadership in a school setting is a shared process, rather than a one-way process in which only leaders influence others. The introduction of mutual influence process in leadership study has brought a paradigm shift in educational leadership understandings. Principals now need active involvement from their staff members to achieve their schools' goals. Leadership theories that closely link with this concept are known as transformational leadership. Transformational leadership is a type of shared or distributed leadership. Principals who exercise transformational leadership models focus on bottom-up approaches to incite change in schools (Hallinger, 2003).

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

Leithwood et al. (2006) model incorporates the Bass and Avolio dimensions of transformational leadership that are idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. They have done more than 34 large studies using transformational school leadership model. Among these 22 of the studies focused on principals. After such extensive research Leithwood et al. determined that Transformational School Leadership is the best starting point to develop a model for making schools effective (Gulbin, 2008)

2.2.3 Instructional leadership

Ronald Edmonds' effective schools research from the 1980s identified seven correlates that

determined school' success (Leithwood and Day, 2007;Kutashet al., 2010). Instructional leadership was among these correlates. School leaders who prioritized teaching and learning made a significant difference in student learning (Bloom and Owens, 2011;Leithwood and Day, 2007;Hallinger, 2003;Marks and Printy, 2003;Persell, 2013). This result Edina shift from the managerial, transactional style of leadership to one focused on instructional leadership (Richardson, Specker and Hollis, 2016;Siegrist et al., 2009). The principal as an instructional leader relegated the importance of the role of the principal. Furthermore, principals needed to become curriculum and instructional leaders if they were also to improve schools (Bloom Owens, 2011; Burch, 2010;Dolan, 2009;Finnigan, 2010; MacNeill, Cavanaugh, and Silcox, 2003;Vanderhaa et al., 2006).

Hallinger (2003) proposed “three dimensions of instructional leadership: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate” These dimensions were further redefined into ten instructional leadership practices shown in Despitethe comprehensive nature of Hollinger's instructional leadership framework, researcher argued that the conception instructional leadership was a narrow wily defined leadership style (Gurr, Drysdale, 2007; Fullan, 2014). Hollinger restated that “instructional leadership focused on school improvement, but it was largely transactional and represented first-order change because it sought to manage off to move toward predetermined set off goals” (Hallinger, 2003,). Principals were expected to carry out a wider range of functions, both instructional and non-instructional (MacNeill et al., 2003; Sebastian and Allensworth, 2012) and instructional leadership placed too much attention on the principal the expert and authority on teaching and learning (Hallinger, 2003). Furthermore, the principals as an instructional leader was expected to micromanage instruction, supervise teachers into better performance, and have high level of pedagogical expertise (Fullan, 2014; Leithwood et al., 1999). This expectation was especially challenging in larger elementary schools or secondary schools.

Recognizing these criticisms of instructional leadership, Marks and Print (2003) developed a conceptualization of shared instructional leadership. Their conceptualization moved away from the top-down importance and was not dependent on a role or position. Instead, the principal and teachers collaborated on curriculum, instruction, and assessment (Marks, Printy, 2003).

Teachers shared authority and were involved in problem-solving and decision making (Burch, 2010; Kowalski, 2010).

2.2.4 Contingency leadership

Despite the popularity of transactional, transformational, and instructional leadership through the years, some researchers suggested that no single leadership style was best or pure (Bossert, Dwyer, Rowan, Lee, 1982; Duke, 2010; Hallinger, 2003). Instead, different circumstances and school contexts called for different styles of leadership (Duke, 2010; Paletta, Alivernini, and Manganello, 2017). Fiedler's contingency theory (1967) stated that a leader's effectiveness was dependent on matching the appropriate style with a situation. Contingent, or contingency, leadership was based on the idea that effective leaders responded to the unique needs of their school contexts (Bossert et al., 1982; Fiedler, 1967; Leithwood & Jantzi, 2000; Leithwood et al., 1999; Leithwood et al., 2004; Hallinger, 2003).

Noting that principal behaviors had different effects in different organizational settings, contingent leaders understood the dynamic interactions between leadership, school conditions, and family educational culture (Hallinger, 2003). Furthermore, principals who demonstrated this leadership style could master many different leadership styles (Leithwood et al., 1999).

Kouzes and Posner (2017) concluded that leaders who engaged in the five practices of exemplary leadership were more effective than those who did not. They administered a Leadership Practices Inventory (LPI) and collected responses from three million people (Kouzes and Posner, 2017). The LPI asked direct reports the frequency that their leader engaged in specific behaviors of the five practices. It also asked ten questions about the direct reports' feelings about the workplace (such as level of satisfaction, pride, and commitment) and assessments about their leader (such as trustworthiness and overall effectiveness).

Kouzes and Posner (2017) found that how leaders behaved made a difference in explaining why employees worked hard, their commitment, pride, and productivity. They found that nearly percent of direct reports who were most highly engaged believed their leader very frequently or almost always used the five practices. Less than 5 percent of direct reports highly engaged when their leaders seldom used the five practices (Kouzes and Posner,

2017). They concluded that learning and applying the five practices enabled great leaders to have a significant impact on others, organizations, and communities.

2.2.5 Situational Leadership

The situational theory of leadership assumes that an analysis of leadership not only involves the individual traits and behavioral approaches to leadership, but also focuses on the situation (Chandan, 2004). The focus is often on the situation and not the leader. Different kinds of situations demand different characteristics and behaviors, because each type of leader faces different situations. The leader is required to size up the situation and choose the appropriate leadership style that will be effective for a situation, rather than try to manipulate situations to fit a particular leadership style.

Chandan (2004) asserts that leadership is the leader's ability to handle a given situation and is based upon the leader's skill in that particular area that is pertinent to the situation. The person most likely to act as a leader is the one who is most competent for the situation of a given group as the case may be. The nature of the situation dictates the style of leadership because leadership success is dependent on the ability of a leader to fit in the prevailing situation. Leadership effectiveness cannot be determined without understanding the total situation including the follower's traits such as abilities and education, structural configuration of the school, role definitions, and internal and external environmental conditions.

Mullins (2002) points out those two fundamental generalizations emerge from the above set of characteristics. Firstly, the properties of the situation combined with the traits of the leader to produce behavior on the part of the leader are related to leadership effectiveness. Secondly, the characteristics of the situation have a direct impact on achievement. The situation, for example, combines attitudes, education, knowledge, experience, responsibility and power. It is also important to know the nature of the leader, if effectiveness is to be accomplished.

Under the Tannenbaum and Schmidt's Leadership Continuum model (in Yusuf, 2008), a leader may influence his or her followers in two ways. It is believed that a leader may either influence his or her followers by telling them what to do and how to do it or by involving those in planning and the execution of the task. Leadership Continuum is one of the most significant situational

approaches to leadership. They suggest how managers could choose a leadership pattern from a range of leadership styles. The choice is made along a continuum of boss-centered versus employee-centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he or she needs to consider certain forces in the manager, the subordinates and the situation (Oyetunyi in Yusuf, 2008).

2.3 Effective leadership

The effective school leader puts people above the bureaucracy and paperwork of the school leader, understanding that personal interaction between teachers, parents, and students takes precedence (Bonnici, 2011). In addition to understanding the importance of personal interaction, the effective school leader realizes the importance of not doing the job alone, but ensuring that essential things get done. The effective school leader is the closer (Fullan, 2007) and the ultimate problem solver (Whitaker, 2003).

Though leadership begins with the leader's belief in him or herself, it will only continue if others also believe in the leader (Kouzes and Posner, 2010). According to George and Bettenhausen (1990), leadership abilities of any person could be challenged by emotions experienced in the work environment. Moore (2009) determined that leaders with high emotional intelligence were skilled in dealing with the intense, motivating and de motivating, positive and negative, emotional situations that are present in most work environments. The leader of any group becomes the emotional guide, setting the emotional standard (Goleman, Boyatzis McKee, 2009).

To be effective, the leader must not only be aware of others' emotional situations, but the leader must also be aware of and manage his/her own emotions (George, 2000). Through their study, George and Bettenhausen (1990) contended that one of the key reasons some leaders excel and others fail, when all skills and abilities are the same, is due to the leader's emotional state.

However, leadership behaviors are flexible in nature and influenced by the context and the intelligence of the leaders. The adaptation to a 'flexible leadership' (Yulk 2008) behavioral pattern enables school leaders to implement a mixture of leadership styles.

2.4 Leadership Behavior

Globalization and technology advancements as well as diversity at the work place have made the environment of organizations turbulent and uncertain; therefore, every leader from any organization, including schools, needs to be ready for change (Mulford, 2008). Consequently, leaders need to adapt change-oriented leadership behaviors in order to make their schools successful.

According to Ekvall and Arvonen (1991), the change-oriented leadership behavior is focused on creativity, innovation and risk taking. They further suggest that a leader in order to be successful should consider tasks, relations and change-oriented behaviors in their practices. This tri-oriented leadership behavior orientation was further elaborated and tested by Yukl (2004, 2012). He named this theory as tridimensional theory of leadership. According to this theory, for the success and effectiveness of organizations, leaders need to be flexible and they should have capability to change their behaviors according to needs and situations. Moreover, the behaviors proposed by many well-known theories such as transformational, path-goal and charismatic are also included in this theory (Yukl, 2004).

According to tri-dimensional theory of leadership, the leaders' multiple and flexible behaviors can be grouped into three dimension or orientations: relation-oriented leadership behavior, task-oriented leadership behavior and change-oriented leadership behavior. This behavior taxonomy is comprehensive, clear, distinct and observable (Yukl, 2004, 2012).

Hence, for the study, the leadership behavior of school leaders were explored based on Yukl's (2002,2004) theory. This theory is based on the contingent model of leadership as it focuses on adaptive and flexible leadership behavior. Leadership behaviors are three:

2.4.1 The relation-oriented leadership behavior

Relations-oriented leaders, on the other hand, are more concerned with developing close, interpersonal relationships. They involve a two-way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers, and their situations (Northouse, 2010). Relations-oriented leaders demonstrate an understanding of their employees' problems. They help to develop their employees' careers.

They provide their employees with enough information to do the job, they allow individual autonomy in work, and they show appreciation.

According to Yukl (2012), and Amir Bano (2017), the relation-oriented leadership behaviors focused on developing good and strong bonds with school members and other stakeholders in order to get the organization business done. It includes: (a) supporting, (b) developing, (c) recognizing, (d) empowering.

2.4.2 The task- oriented leadership behavior

Task-oriented leaders are primarily concerned with reaching goals. They help their employees accomplish their goals by defining roles, establishing goals and methods of evaluations, giving directions, setting timelines, and showing how the goals are to be achieved. As a rule, task-oriented leaders use a one-way communication method to clarify what needs to be done, which is responsible for doing it, and how it needs to be done. Task-oriented leaders coordinate, plan, and schedule work-related activities. They provide their employees with the necessary motivation, equipment, supplies, and technical assistance for completing the task (Northouse, 2010).

Task-oriented behaviors include clarifying roles and objectives, monitoring individual performance and operations, and short-term planning (Yukl, O'Donnell, and Taber, 2009). Clarifying behaviors include assigning tasks, explaining job responsibilities, and setting performance expectations. Monitoring behaviors include inspecting the progress and quality of work. Planning behaviors include determining staffing requirements and how to fittingly use them to reach the goals and objectives of the organization.

A Task-oriented leadership behavior is “to ensure that people, equipment, and other resources are used in an efficient way to accomplish the mission of a group or organization” Task-oriented leadership behavior includes: a) Short-term planning, b) Clarifying task objectives and role expectations) Monitoring operations and performance) Problem solving.

2.4.3 Change-oriented leadership behaviors

Leadership Behavior in High- Performing Government Schools Change-oriented leadership behaviors are used to increase innovation, collective learning and adaptation to external changes .Among organizational members. It involves: a. monitoring the external environment b.

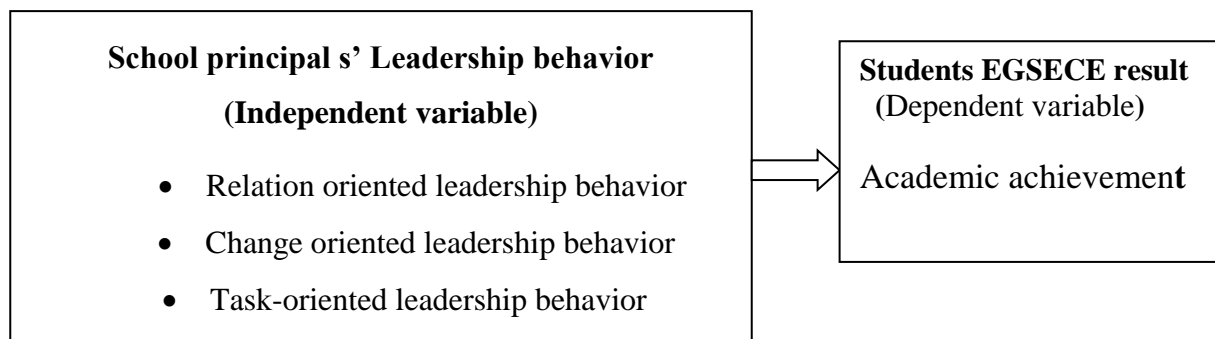
envisioning the change c. encouraging innovation and creativity d. taking risks e. facilitating collective learning.

2.6. Conceptual Framework

The achievement of students from school over a given period of time depends so much on the impact of various perceived leadership behavior. This conceptual framework highlights the complexity of perceived leaders' behavioral contribution to the achievement of students' academy; most of these independent variables are interrelated and contribute each other. These are relation-oriented leadership behavior, task-oriented leadership behavior and change-oriented leadership behavior.

Task-oriented leadership behaviors include clarifying roles and objectives, monitoring individual performance and operations, and short-term planning and Change-oriented leadership behaviors are used to increase innovation, collective learning and adaptation to external changes. This study focused on 'the relationship between school principals' leadership behaviors and students' academic achievement'' School principals' leadership behaviors were independent variable and students' achievement (EGSECE) as a dependent variable

The Conceptual Framework of this study is stated as blow on figure 1.1.



Source:-Summarize From tri-dimensional theory of leadership (Yukl, 2004, 2012).

Figure 1. Conceptual framework of the study

CHAPTER THREE

3. Research Design and Methodology

This chapter consists of research design and methodology. In this chapter the following topics were discussed: research design, Approach of research, sources of data, total population, sample size and sampling technique, data gathering instruments, procedure of data collection, data analysis and ethical considerations.

3.1 Research Design

In order to identify the principal leadership behavior and academic achievement descriptive survey design was employed. This is because it enabled the researcher to collect and describe large variety of data related to the leadership behavior and academic achievement. As argued by Kumer (1999) descriptive research design is used to describe the nature of the existing conditions. Seyoum and Ayalew (1989) also agreed that descriptive survey design of research would employ both quantitative and qualitative because it was descriptive survey in design which is analytical in nature. In the same line of argument, Best and Kahn (2003) have argued that descriptive design was concerned with conditions or level of academic achievement that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. The researcher adopted a correlation survey for this present study. A correlation survey design intends to show the relationship existing between the independent and dependent variables of the study (Yusuf K.K. Nsubuga, 2008). The relationship between the dependent and independent variables was investigated in order to determine the strength of their relationship and the coefficients of determination existing between the two.

The aim of this research study was to identify the relationship between school principal leadership behavior and academic achievement. By visiting the schools physically and through the qualitative research, the purpose was for the researcher to ascertain the extent to which the whole school and indeed the academic achievement were affected by the leadership of the school and the staff.

3.2 Approach of the Research

To accomplish this study, the research methods used were both quantitative and qualitative approaches with more emphasis on quantitative approach as the leading methods. Quantitative approach emphasized because comparing the relationship of secondary school principals' leadership behavior and students' academic achievement can better understood by collecting large quantitative data's. It is also practical in the sense that the researcher was free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, the qualitative approach employed and incorporated in the study, this helps to validate the quantitative data.

3.3 Description of the Study Area

The study was conducted in the BunoBedele zone of Oromia national regional state, south west Ethiopia. BunoBedelle has a total area of approximately 8, 245 km². It is bordered by Jimma zone in the south, Ilubabor Zone in the West and east, West and east Wollega Zone in the north and east. BunoBedele Zone has nine Woredas and one town administration. Bedele town is the capital of the Zone and is located 480 km away from Addis Ababa, the capital city of Ethiopia and has a latitude and longitude of 7°10'N 15°35'E with an elevation between 1930 meters above sea level (BunoBedelle Zone Communication, 2010)

The major language which is spoken in the zone is Afan Oromo and followed by Amharic speakers. It is the zone where different Nation and Nationalities are living and earning their life through different activities. Agriculture, employee, trade, especially coffee production is the backbone of the communities of the Zone. (BunoBedelle Zone Communication, 2010).

3.4 Source of Data

For this study, data were generated by both primary and secondary data sources.

3.4.1 Primary Source of Data

The primary source of data were the key informants for information such as principals and vice principals, Teachers and school supervisors by using questionnaires, Interview tools were used to collect data from PTA chairperson and students council. All of them were taken as data sources to compare their perception towards School principals' leadership behavior and students' academic achievements.

3.4.2 Secondary Source of Data

Secondary data were gathered from schools' documents, records and minutes concerning issues (Check list) discussed and decided by leadership in the school in relation to students' academic achievement. Also documents like grade ten students national examination (ESLCE) of grade 10th students' result for the past three years of (2009-2011 E.C).According to Abiyi et al., (2009) document analysis can give an expert understanding of available data and also it is cheap.

3.5 Total Population, Sample size and Sampling Techniques

3.5.1 Total Population

The BunoBedele zone has nine districts and one administrative town from those woerdaand one administrative selected five Woredas and eight secondary schools. The study was conducted in all theeight government secondary schools. These secondary schools werelocated in Didessadistricts (Dambi,Chalo and Yembero secondary school),Gechi districts (Gechisecondary school) ,Bedele town(Weyessa Gota secondary school) Chora districts (Abdela and Chora secondary school) and DaboTemodistricts (DaboTemosecondary school).The populations that were employed for the study were all stakeholders in eight secondary schools of Buno Bedele zone, specifically Secondary school teachers and supervisors (262), principals and vice principals 17, Parent Teacher association members(PTA) 56 and students' representative 24 a total population359potential respondents were found in BunoBedele zone secondary schools.

3.5.2 Sample Size and Sampling Techniques

In this study, eight secondary schools were selected by using simple random sampling technique, For data managementabout154 teachers and supervisors were selectedusingsimple random sampling technique mainly by lottery method. Then, 8principals and 9 vice principals,5school cluster supervisors were selected using comprehensive sampling method. Therefore, in this study, 159 teachers and schools cluster supervisor, 8 principals, 9 vice principal, 8 PTA chairman, 8 Student council chairmen, were selected as therespondents of the study using available sampling techniques.

Table 3.1: Summary of Population and Sample Size in each Selected School

No	Types of respondents	Total Population	Participants	%	Sampling Technique	Justifications
1	Teachers and supervisors	262	159	61.9	Simple random Sampling using	Equal Chance representative
2	Principals	17	17	100	comprehensive sampling	due to the small number of principals
3	PTA	56	8	100	selected purposively (Available sampling)	To get quality assurance
4	Student council	24	8	100	comprehensive sampling	To get quality assurance
Total		359	192			

3.6 Instruments of Data collection

For the purposes of this study, data collection instruments were questionnaires, interviews and document analysis in the samples selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed (Siedman, 1991), questionnaires and interviews proved to be appropriate instruments for data collection.

3.6.1 Questionnaires

In an attempt to collect data, questionnaires were prepared by the researcher 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 made questionnaire more appropriate for this study. Two sets of questionnaire (close and open-ended) were prepared to collect information from two groups of respondents namely teachers and leaders (department heads, unit leaders, external supervisors, vice principals). The items were prepared in accordance with the designed objectives and basic questions to be answered in the study concerning leadership behavior on students' academic

achievement. 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. Items in the parts two reflect major elements of school principal leadership behavior which were used to rate the effectiveness of school leadership in terms of setting and communicating the school vision, mission and goal, and their roles as instructional leaders and on influencing the students' academic achievement. These were presented in three tables and were rated from strongly agree to strongly disagree. In part three of the questionnaire respondents were asked to rates the school principals leadership behavior used by the school leaders in exercising relation, task, and change oriented leadership behavior. The relationship between leadership behavior and student academic achievement were presented in four tables and were rated by the respondents from strongly agree to very low and correlated with grade 10 result. At the end of part three an open ended questionnaire was also stated so that the respondents could give their own view on the topic freely.

3.6.2 Interviews

Semi-structure interview items were prepared for the interviewees. Because semi-structured allows interviewees to brought new ideas during the interview for clarification of what the interview said. To this end, interview was conducted with 8 PTA chairman and 8 Student council chairmen to supplement the data collected through interviews. Therefore, the interview sessions were conducted in Afan Oromo language and subsequently translated to English.

3.6. 3 Document Analyses

A document analysis was one of the data collection tools that was used to validate or identify the consistency of questionnaires' responses with the respondents included in the study. It focused on records and minutes that show the school strategic plan, students' assessment result, written predetermined task descriptions, physical facilities, job specification and regular check lists of the schools leadership used to influence the achievement of students. According to Abiyi et al., (2009) document analysis can give an expert understanding of the available data and also it is cheap.

3.7 Procedures of Data Collection

After the necessary corrections were made from the pilot test, the final questionnaires were duplicated and distributed with necessary orientation by the researcher to be filled out by respondents. Respondents were given ample time (one week at least) to complete the questionnaires and returned them to the researcher himself.

Then PTA chairman and Student council chairmen were conducted to get the important information on the issue of the study that fill the objectives of the finding. At the same time the document analyses were carried out, the data collections through all the instruments was done by the researcher

3.9. Methods of Data Analysis

Both descriptive and inferential statistics used to analyze the data. In general, to analyze the data the researcher has used descriptive statistics, figure, correlation and ordinary least square. The descriptive statistics used to describe the data while inferential statistics used to generalize the data finding Kimberly, (2011). In order to facilitate the analysis of data, the researcher use different tools. The tools that used to process the data was Statistical Package for Social Scientists (SPSS) Version 23 Software. This software used for data manipulation and inferences. The Pearson correlation analysis used to analyze the relationship and to see the significant effect of the independent variable on dependent variable. The Pearson correlation coefficient results for the relationship between leadership behavior and students' academic achievement positively or negatively influence

Finally, both the data gained from the questionnaires (open-ended) and semi-structured interviews were cross validated with the data obtained from document analyses. This was analyzed and reported through narrative description.

3.10. Ethical Consideration

An official letter was taken to the concerned bodies /institution or organization/ written by Jimma University by the Department of Educational Planning and Management to inform the issue. Based on the letter, the researcher has secured permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study. Moreover, the cover

page of the questionnaire had adequate information as to the purpose of the study and the procedures to be followed in filling out the questionnaire were clearly indicated. The identity of the respondent was kept confidential.

CHAPTERFOUR

Data Presentation, Analysis and Discussion of Results

This chapter deals with results and discussion of findings based on the data collected from respondents. It consists of the characteristics of the respondents, the analysis and interpretation of the main data.

4.1 Characteristics of the Respondents

Table4.1.1: position, sex, age and educational level of the respondent

S/NO	Activities	Respondents	Position	No	%
1	Position	Teacher	Teacher	112	63.64%
			Unit leader	23	13.07%
			Department head	19	10.79%
		Principals	Supervisor	5	2.84%
			Principals /Vice Principals	17	9.66%
Total			176	100	
2	Sex	Male	Principals=15(male) (88.24%)	146	82.92.95%
		Female	Principals=2(Female) (11.76)	30	17.05%
3	Age	< 24 years		0	0
		25-35 years		59	33.52 %
		36-46 years		101	57.38 %
		47-57 years		16	9.09 %
		>58 years		0	0
		Total			176
4	Education	Diploma		0	0
		BA/BSc./BED		141	80.11%
		MA/MSc.		21	11.93 %
		BA of EDPM/SCL		3	1.70 %
		MA of EDOM/SCL		11	6.25 %
		Total			176

In the table 4.1 above, the study revealed that, 112(63.64 %) of teacher, 23(23.07) of unit leader, 19(10.79%) Department head, 8 (2.84%) supervisor and 17 (9.66%) principals (school leader). From member respondents 146 (82.92.95%) were males while the remaining 30(17.05%) of teachers respondents were females and 2 (11.76 %) leader respondents were females while the remaining 15(88.24 %) were males respectively. This implies that, the participation of females either in the secondary school teaching or involvement in the leadership is too much less than males. Regarding their age, 62.26 % of teacher respondents were between 36-46 years, 28.30% of

school leader, teachers and supervisor respondents were between 47-57 years 9.43% of school leader, teachers and supervisor respondents.

As far as educational qualification was concerned, 141(80.11 %),of teacher respondents had a first degree of BA/BSC/BED, also 3(1.70%) of principals respondents had first degree in BA of EDPM/SCL and 21(11.93 %) of teachers and supervisor respondents had second degree with MA/BSC and 11 (6.21 %) of principals had second degree holder in MA of EDOM/SCL From this, one can easily understand that, most of the respondents of the questionnaires had first degree and second degree were the slandered of secondary school almost there qualification was educational planning management and all interviewed PTA chair man and student council were subject area graduates 10th grade. On blue print of TDP (MoE, 2007) has stated that the academic qualification required for the secondary school principal is MA degree practiced in most schools

Table 4. 1. 2: Service year, training and leadership experience of the respondents

S/NO	Activities		No	%
1	Year of service	< 5 years	9	5.66%
		6-16 years	71	40.34 %
		17-27 years	76	43.18 %
		28-38 years	20	11.36 %
		>39 years	0	0
		Total	176	100%
2	Training attended relevant to school leadership	Didn't took	125	71.02 %
		1-2 weeks	15	8.53 %
		3-4 weeks	12	6.82 %
		5-8 weeks	11	6.35 %
		>9 weeks	0	0
		Graduated in DPM(MA)	13	7.39 %
		Total	176	100%
3	Experience in leadership	No experience	106	60.22 %
		≥2 years	55	31.25 %
		3-8 years	15	8.52 %
		9-14 years	3	1.70 %
		>15 years	0	0
		Total	176	100%

With respect to the experiences of respondents, 76(43.18 %) of respondents had 17-27 years of service in teaching while about 9(5.66%) of the respondents had teaching experience less than 5 years. This in return implies that, the low experience of instructional leaders unlikely to help them to carry out their professional tasks effectively and efficiently. It also indicates that majority of the respondents knows behavior of school leadership and can directly participate in the progress of the students' academic achievement. Majority of the respondents in the study school 125(71.02 %) did not attained training on school leadership while about 11(6.35 %) respondents had 5-8 weeks of train. The result implies that most of the teachers did not get skill gap which makes inability them to update their knowledge in school leadership. From almost all respondents 106(60.22 %) had no leadership experience. But about 55(31.25 %) of the respondents had above two years of leadership experiences. The school leadership behavior 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. Student's academic achievement in Secondary Schools

Table 4.2.1: Student's academic achievement of secondary school in Buno Bedele Zone from (2009-2011 year) Based on Grade 10 Average (GPA)

No	Woreda Name	School Name	Scored 2:00 and above			Scored below 2:00			Joined 11th grade		
			2009	2010	2011	2009	2010	2011	2009	2010	2011
1	Chora	Abdel a	---	139 (82.25)	138 (87.90)	---	28 (16.76)	19 (12.10)	---	42 (25.15)	138 (100)
2		Chora	268 (67.34)	246 (84.25)	465 (86.75)	130(32.66)	46 (15.75)	71 (13.25)	53 (13.32)	74 (25.34)	465 (100)
3	Dabo Han	DaboTemo	225 (75)	400 (81.47)	489 (87.79)	75 (25)	91 (18.53)	68 (87.79)	25 (8.33)	222 (as.21)	489 (100)
4	Didessa	Chalo	99 (50.25)	114 (57.87)	177 (91.24)	98 (49.75)	28 (14.21)	17 (8.76)	9 (4.57)	32 (16.24)	177 (100)
5		Demb i	168 (55.26)	146 (62.66)	306 (84.53)	136 (44.74)	87 (37.34)	56 (15.47)	102 (33.5)	52 (43.78)	252 (69.61)
6		Ye mbe ro	80 (66.67)	92 (78.63)	154 (96.25)	40 (33.33)	25 (21.37)	6 (3.75)	42 (35.0)	40 (34.2)	154 (100)
7	Gec hi	Gec hi	169 (61.90)	214 (58.15)	471 (98.74)	104 (38.09)	154 (41.85)	6 (1.28)	84 (30.8)	128 (34.8)	471 (100)
8	Bed ele Tow	Way essa Goo	289 (53.13)	497 (73.08)	735 (81.31)	255 (46.88)	183 (26.91)	169 (18.69)	74 (13.6)	245 (36.0)	735 (100)
Total			1298 (61.77)	1848 (74.15)	2935 (87.69)	838 (39.23)	642 (25.85)	412 (12.31)	389 (18.2)	835 (32.4)	2881 (36.1)
Ground total			6081			1892			2881		

As indicated in the table 4.5, from the total number of students took grade 10thEthiopian General Secondary Education Certificate Examination (**EGSECE**)7973, the students those scored 2:00 point and above were 6081 (76.27%)which was good performance while the rest 1892(23.73%) which was bad performance, of the studentsscoredbelow2:00 in secondary school of Buno Bedelle zone from the year of 2009-2011E.C.The number of students joined preparatory in the three academic years were2881 (36.13%). The result indicated that even if the number of students

scored 2 and above was high, the number of students joined grade 11th were very low. The reason of very low students joined preparatory may be due to the problem of school leadership.

4.3. Leadership Behavior

4.3.1 Relation oriented leadership behavior (ROLB)

Table 4.3.1: School principals' Leadership Behavior that improves students' academic achievement On Relation oriented leadership behavior (ROLB)

No	Relation oriented Leadership Behavior	Resp.	No	5		4		3		2		1		Mean	S.D
				F	%	F	%	F	%	F	%	F	%		
1	Prefer collective decision making in school.	TS	159	79	49.9	15	9.4	53	33.3	12	7.5	-	-	4.48	.55
		Pr	17	12	70.6	--	--	--	--	5	29.4	-	--	4.48	0.49
2	Develop alliances to build a strong base of support	TS	159	80	50.1	76	47.7	3	1.9	-	-	-	-	3.45	.77
		Pr	17	5	29.4	10	58.8	--	--	-	--	2	11.8	3.44	0.67
3	Allow the staff members complete freedom in their work.	TS	159	100	62.9	21	13.2	30	18.9	8	5.0	-	-	3.85	1.10
		Pr	17	15	88.2	--	--	2	11.8	--	--	-	--	3.84	1.10
4	Treat all staff members equally	TS	159	15	9.4	49	30.8	91	37.2	-	-	4	2.5	4.55	.55
		Pr	17	7	41.2	--	--	10	58.8	--	--	-	--	4.54	0.54
5	Friendly to members of the staff	TS	159	91	57.2	64	40.3	4	2.5	-	-	-	-	4.09	.83
		Pr	17	7	41,2	--	--	10	58.8	--	--	-	--	4.08	0.82
6	Decision are made from down and they come later to the top	TS	159	82	51.6	27	16.9	31	19.5	14	8.8	5	3.1	4.03	1.07
		Pr	17	9	52.9	8	47.1	--	--	--	--	-	--	4.03	1.07

Regarding collective decision making in school as indicated in Table 4.3.1 item 1 majority of principals and vice principals 12(70.58%) believed that they practice the relation-oriented leadership behavior in the schools. However, a small percentage 5(29.41%) disagreed with this statement. The mean value of the school principals was $4.48 \pm .49$ rated high. This indicated there is collective decision making in the schools. That means majority participation in all measurements taken in their schools. Research done

Waheed Bahaduret. al, 2017 put as “Meetings are conducted to discuss and resolve plans and issues with all important advices and those who miss meetings sometimes or want to share any idea in isolation with the principal in privacy.

About 79 (49.9%) of teachers and supervisors regarding collective decision making in school principals prefer to solving problems. The teachers and supervisor mean value was $4.48 \pm .55$ rated high. There were multiple factors that negatively affect student achievement; there are also several factors which have been associated with high or improved student achievement. These include high teacher job satisfaction, strong perceptions of school leaders’ support of teachers, high levels of relational trust, and high levels of collective decision making (Robinson, 2010).

In the same table item 3, about 15(88.23%) of respondents agreed that they allowed the staff members complete freedom in their work. The mean value of the school leader was 3.84 ± 1.10 the respondents rated medium. This result showed that the staff members dealt their job by freedom in good network. In addition, successful change in school results from a network of leaders, both formal and informal, performing a variety of functions spread across the organization. The distribution of leadership formed from this network means viewing all members of the school as potential experts in their own right; all members as unique, important sources of knowledge, experience, and wisdom (Mayrowetz, 2011).

The study revealed that, about 80(50.31%) of teachers and supervisors agreed that principals developed building trust and base of support at their regular work to finish freely. Leaders, in this case, allow more freedom for their followers to develop and exercise their own abilities. Most importantly, leaders place a high degree of trust in their followers (Stone & Patterson's 2005).

On the other hands, item 4 table 4 3.1 indicates 11(64.7%) principals treat all staff members as equal and tolerance in their schools. The mean value of the respondents was 4.05 ± 1.16 rated high. Majority staff members were treated equally and tolerated regarding to their work. As, Shuhua, J.& R., 2014 leaders have a broad perspective that they demonstrate with a high degree of tolerance for ambiguity, and a healthy respect for organizational task and educational understanding.

Table 4.3.1 indicates that, about 100(62.89%) with mean value of $4.55 \pm .55$ teachers and supervisors assured that principals treated all staff members as equal and tolerance in their schools. 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. On the other hands, school principals 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

Item 5 of table 4.3.1 indicates that 7 (41.17%) of the respondents revealed that principals friendly or closely approached to staff members. The mean value of the school principal was $4.08 \pm .82$ that implies the friendly approach of the school leader to the staff members were high. This indicates that the relationship among principals and teachers not as much as needed. This was assured that 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 emulate. They also tend to make a difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life for all individuals.

On the other hands 9(52.94) of the respondents with the mean value of 4.03 ± 1.7 revealed that decision was made from down and they come later to the top. Regarding to measurements decision was made from down to top averagely. Effective school leaders encourage shared decision making with the school community including staff, students and parents (Yenenew Ali (2012).

On the other hands, about 82(51.57%) with mean value 3.79 ± 1.08 of teachers and supervisors strongly agree that decision were made from down and they come later to the top. The teachers

and supervisors mean value was 4.03 ± 1.07 . This indicates the measurements decision was made from down to top averagely. Down - top management and shared decision making, the Lead from the government schools have limited choices other than administrating tasks (Memon, Simkins and Garret, 2000). About 79 (49.68%) with mean value $4.02 \pm .99$ of teachers and Supervisors respond that principals encouraged staff members on their work. That means majority staff members promoted their action regarding to their job. Additionally, this encourages the leaders' relationship among teachers and others. The leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set professional growth goal with teachers, and provide resources to faster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This in turn increases student achievement (Blasé and Blasé, 1999)

The discussion with PTA and students' councils on relation oriented leadership behavior revealed that there was absence of participation on planning of school activities, less monitoring and evaluation system, less practicing school policy, giving more freedom for teachers and students and following an idea of somebody on decision making on the issue of school. Based on this, the showed that only using this type of leadership were not necessary to improve students' academic achievement.

4.3.2 Task oriented Leadership Behavior

Table 4.3.2: School principals' Leadership Behavior that improves students' academic achievement On leadership behavior (TOLB)

No	Task oriented Leadership Behavior	Resp.	No	5		4		3		2		1		Mean	S.D
				F	%	F	%	F	%	F	%	F	%		
1	strongly believe in clear structure and a chain of command	TS	159	63	39.6	68	42.8	18	11.3	7	4.4	3	1.9	3.33	1.33
		Pr	17	9	54.9	4	23.5	33	17.6	1	5.8	-	-	4.23	.97
2	Makes important decision without consulting staff members.	TS	159	34	21.4	39	24.5	46	28.9	28	17.6	12	7.5	3.84	1.04
		Pr	17	3	17.6	13	76.5	1	5.8	-	-	-	-	4.05	.43
3	Develop and implement clear, logical policies and procedures	TS	159	33	20.7	56	35.2	25	15.7	20	12.6	25	15.7	2.89	.85
		Pr	17	11	64.7	4	23.5	2	11.6	-	-	-	-		
4	very strict with my staff and school management	TS	159	6	3.8	8	5.0	58	36.5	63	39.6	24	15.1	4.29	.85
		Pr	17	9	52.9	4	23.5	4	23.5	-	-	-	-		
5	I nip problem in taking rule and directive	TS	159	57	35.8	67	42.1	29	18.2	6	3.8	-	-	4.65	.49
		Pr	17	11	64.7	6	35.3	-	-	-	-	-	-		
6	I am highly participative manager	TS	159	16	10.1	27	16.9	33	20.7	44	27.7	39	24.5	3.94	1.02
		Pr	17	11	64.7	4	23.5	2	11.6	-	-	-	-	4.53	.72

In this study, most of the respondents 68 (42.8%) with mean value of 3.33±1.33 agree that principals strongly believed in clear structure and a chain of command under their team. According to (Leithwood, K., & Riehl, C., 2003) conceptualizes principals along eight dimensions: developing structures; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high

performance expectations; and creating a productive school culture to foster participation in school decisions.

On the other hands, in the same table item 1 about 9 (54.94%) with the mean value $4.23 \pm .97$ of the principals strongly believed in clear structure and a chain of command under their team. According to Heresy, et al. 2001, successful leadership must achieve the results valued by employee who have at compound in their organization accomplishment. Thus, an effective leader commands the support of his or her superiors and subordinates for boosting employee morale and successful attainment of organization goals.

About 39(24.5%) of teachers and supervisors agree that principals made important decision without consulting staff members. In contrary to this, about 46(28.9%) of the respondents did not decided whether the principals made decision without consulting staff members or not. The teachers and supervisors mean value was 3.84 ± 1.04 rated medium. This indicated that most principals take different measures by their own without the participation of staff members.(Nyongeso B., 2007). The leaders had complete confidence in subordinates, motivated workers to participate in decision making processes without a high degree of superior subordinate interaction full of confidence and thus not encouraging team work in an organization

In the same table of item 2, about 13(76.47%) principals made important decision without consulting staff members. The mean value of the school principal was $4.05 \pm .43$ Numbers of principals take different measures by their own without the participation of staff members. Divergent, 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 (Wossenu, 2006).

On the other hands, some 56 (35.2%) with mean value $2.89 \pm .85$ of teachers and supervisors agree that principals developed and implemented clear, logical policies and procedures at their schools. According to (Weisman, I., 2005) .Principals allocates responsibilities to participants and creates logical policies, rules, procedures and hierarchies to coordinate diverse activities in the schools. Problems and performance gaps arise from structural deficiencies and can be improved through restructuring

Item 3 showed that about 11(64.7%) with the mean value $4.53 \pm .72$ of the principals assured that they developed and implemented clear, logical policies and procedures at their schools. Logical policies are very necessary to lead works in flexibly. As Tigistu Awalu, 2012, the leader of the school has a particular responsibility to lead the staff in developing logical 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.

Majority 63(39.62%) with mean value 2.60 ± 1.29 of teachers and supervisors answered that principals not strict or firm with their staff and school management is accomplishment of the task at hand of addressing staff needs. This indicated that for accomplishment of different work addressing the staff needs is preferable to achieve the school's goals. In the contrary, (Duignan, P., 2006) stated that principals who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to secure the academic program in schools

Item 4 showed that about 9 (41.17%) of them answered that they strict or firm with their staff and school management is accomplishment of the task at hand not addressing staff needs. The school leader mean value was $4.29 \pm .85$ rated high. This indicated that for accomplishment addressing the staff needs is preferable. The schools that have made a conscious commitment to being flexible and adapting to the needs of their staff have proven to be successful. These "learning organizations" or "professional learning communities" make open commitments to designing and redesigning their organizational structure to meet the needs of those who come into contact with it on a daily basis (Leithwood, K., and Riehl, C., 2003).

About 67(42.14%) of teachers and supervisors showed that principals squeeze problem in taking rule and directive under task-oriented leadership behavior. The mean value was 3.5 ± 1.18 rated medium. It indicates that control is very important to achieve objectives in guiding and taking corrective actions. Controlling and problem solving refer to developing incentives, generating creative solutions, and taking corrective action. MoE (2008) stated that the school leaders establish standard performance, measuring actual performance and comparison of actual performance in the schools

In the same table item 5 indicated that 11(64.7%) with mean value $4.65 \pm .49$ of principals respond that they squeeze problem in taking rule and directive under task-oriented leadership

behavior. Majority of principals' squeeze problems in taking rule and directive under tasks. Research done by Harris (2005) indicated that identified six different 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 nip the problems and able to negotiate and compromise; informed by and communicate clear sets of personal and educational values which represent their moral purposes of the school

About 44(27.7%) with mean value 3.94 ± 1.02 of teachers and supervisors respond that principals' participative stage is low in their work at every activity. This could be because the academic achievement of students and contribution of schools leaders to students' achievement is insufficient because the leaders were not using a more participative leadership style (Abiy Zegeye, 2009).

In the same table that last item 6 showed that about 11(64.7%) with the mean value $4.53 \pm .72$ of principals respond that highly participative manager in their work at every stage. This means that majority of them promote stakeholder's participation. Oakland E., 1993, stated 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.

The interview occurred with student council and PTA revealed that this type of leadership behavior depends only on the school policy and regulation, decision making without consulting staff members/follows only top to down decision making and very strict leadership. They showed that this type of leadership was good but the problem is absence of participating all stakeholders on the issue of the school. Therefore, using only such kind of leadership behavior provide less academic achievement.

	Change oriented	Resp	No	5	4	3	2	1	Mean	S.D
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4.3.3 Change oriented Leadership Behavior

Table 4.3 .3: School principals' Leadership Behavior that improves students' academic achievement on Change oriented Leadership Behavior (CHOLB)

	Leadership Behavior			F	%	F	%	F	%	F	%	F	%		
1	Gives teachers autonomy in decision making	TS	159	41	25.7	43	26.4	38	23.9	30	18.9	-	-	3.20	1.37
		Pr	17	13	76.5	4	23.5	-	-	-	-	-	-	-	4.76
2	Highly imaginative and creative	TS	159	36	22.6	41	25.8	23	145.5	38	23.9	21	13.2	3.83	1.09
		Pr	17	11	64.7	6	35.3	-	-	-	-	-	-	-	4.65
3	willing to make changes	TS	159	35	22.0	45	28.3	39	24.5	33	20.8	7	4.4	3.67	1.28
		Pr	17	3	17.6	13	76.5	1	5.8	-	-	-	-	-	4.18
4	Willing to take risks	TS	159	58	36.5	37	23.3	30	18.9	23	14.5	11	6.9	3.67	1.17
		Pr	17	6	35.3	11	64.7	-	-	-	-	-	-	-	4.35
5	Encouraging to use innovative teaching methods	TS	159	51	32.1	35	22.0	35	22.0	31	19.5	7	4.4	3.53	1.25
		Pr	17	12	70.6	5	29.4	-	-	-	-	-	-	-	4.70
6	Approaches problems through logical analysis and careful thinking.	TS	159	51	18.9	29	18.2	41	25.8	30	18.9	8	5.0	4.05	.87
		P	17	12	70.6	5	29.4	-	-	-	-	-	-	-	4.70

Most of the respondents 43 (26.4%) stated that principals gave teachers autonomy in decision making about improving academic achievement. The teachers and supervisor mean value was 3.20 ± 1.37 rated medium. This showed that the staff members participated freely in decision making which show their autonomy and increases academic achievement of students. According to Yukl (2006), they provide their employees with enough information to do the job, they allow individual autonomy in work, and they show appreciation.

In this table 4.3.1 item 1 showed about 13(76.47%) with mean value $4.76 \pm .44$ of principals gave teachers autonomy in decision making about improving academic achievement. This showed that teachers participated freely in decision making which keep their autonomy and increases academic achievement. Regarding to this (Rowley, 1997) state that the principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making

process. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power.

As indicated in the table above 41(25.8%) with the mean value 3.83 ± 1.09 of teachers and supervisors believed that principals tried to imaginative and creative regarding to day to day activities. According to (Republic of Kenya, 2005) the principals are responsible for the overall learning and control of the school and for the maintenance of the tone and all-around standards. The principal must be prepared to delegate duties to other members of the teaching staff and organize and control the staff to inspire loyalty.

On the other hands, item 2 showed that about 11(64.7%) with the mean value $4.65 \pm .49$ of them believed that they were highly imaginative and creative regarding to their job description. Actually, in the schools settings, self-actualization needs include the desire for the opportunities to grow, to be creative, and to acquire trainings for challenging assignments and advancement (Daft and Marcic, 2007).

On the other hands, majority 45(28.3%) with mean value 3.67 ± 1.28 of teachers and supervisors replied that principals have willing to make changes and respect the right of different team. Even if there are challenges in the school's principals should use as chance to achieve change. Kouzes and Posner (2010) believed challenges help leaders know who they really are as well as who they can become. In a school that takes risks, the staff is challenged to rethink their assumptions and gain understanding and mastery over complexities of needed changes one step at a time.

Similarly, about 14(82.35%) with the mean value $4.18 \pm .53$ of them forwarded their willing to make changes and respect the right of different team. Really, this showed that these principals concentrated their attention to changes and respects the right of different team. Principals play great roles in stimulating inspiration and motivation of teachers and in supporting and guiding teachers' efforts towards the right direction for the achievement of schools primary goals (Leithwood and Jantzi, 2006)

About 58(36.5%) of the respondents replied that principals have interest to take risks by trying new decisions as a collective whole. The mean value was 3.67 ± 1.17 . This indicated that

principals deal with take risks. This means they forwarded on their day to day activities for award as well as reward. Leaders are expected to find new ways to improve the organization through seeking, developing, and encouraging innovation. Effective leaders are willing to take risks to bring improvements in their organizations (Kouzes and Posner, 2007).

Similarly, about 12 (70.58%) with the mean value $4.70 \pm .47$ of principals encouraged teachers to use innovative teaching method in classroom. 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 (Wossenu, 2006).

Few about 51(32.1%) with mean value 3.53 ± 1.25 teachers and supervisors replied that principals encouraged teachers to use innovative teaching method in classroom. Innovative teaching methodology is the vision of schools and principals shall encourage teachers. Inspiring a shared vision refers to the principals' visionary ability and ability to motivate others to move the schools toward its goals. Challenging the process refers to changing the status quo and finding innovative ways to improve the schools and enabling teachers to act refers to allowing schools' members to do their part(Kouzes & Posner, 2007)

About 12 (70.58%) with mean value $4.70 \pm .74$ of respondents replied that they approached or solved problems through logical analysis and careful thinking. This indicated that approach of solving problems has the role on students' achievement. The research done by Yohannes Assefa , 2018 stated that "Schools leader behavior express in terms of inspecting the progress and quality of their result, understanding of their problems, inspires and leads new and innovations, intellectual stimulation, demonstrates high performance expectations and creating a productive school culture and guides and influences the work of subordinate in desired direction. And particularly for students praise and appreciation for effective performances, significant achievements, and advice important contributions to the student's academic achievement"

According to this study, about 43(27.0%) teachers and supervisors replied that principals communicated the mission with stakeholders in order to have common understanding and shared value. The teachers and supervisors mean value was 3.8 ± 1.02 rated medium. The effective

school leader makes it clear to all stakeholders that learning is the school's most important mission. Quality leadership aligns with professional learning to help achieve the school's shared vision for student teaching (Masuku S., 2011).

Under similar table the last item indicated that about 12(70.58%) with the mean value $4.70 \pm .47$ of them communicated the mission with stakeholders in order to have common understanding and shared value. The effective school leader makes it clear to all stakeholders that learning is the school's most important mission. Quality leadership aligns with professional learning to help achieve the school's shared vision for student teaching (Masuku S., 2011).

The respondents of PTA and student council discussion on the change oriented leadership behavior showed that this type of leadership was play a great role to improve student academic achievement since it was highly imaginative and creative, use innovative teaching method to bring change, take risk, follows top to down and down to top decision making and participating all stakeholder to improve academic achievement. But in the study areas, this type of leadership behavior was not implemented in all secondary school studied. Therefore, such kind of leadership was very important to become good performance on school issues as well as improving students' academic achievement.

Discussion of Major Findings leadership behavior

The following discussion of findings was done based on the basic research questions and findings of other researches.

Regarding the influence of relation oriented leadership behavior on academic achievements, the results of this study revealed that there is strong negative influence relation oriented leadership behavior on school performance. Principals who use this style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their teachers or partners, some of who may lack the necessary skills and competence to execute the work. Others may simply not like to work unless they are supervised. The study supported the study of Katz, Maccoby and Gurin (as quoted by Frischer, 2007) found out that the groups were unproductive if their supervisors avoided exercising control over their subordinates. This indicates that relation oriented leadership behavior allows neglect and lack of follow up on activities, which may water down concerns towards effective academic

achievements. relation oriented leadership behavior is not the best school principal leadership behavior to use in a school organization because complete delegation without follow up mechanisms may create achievement problems, which are likely to affect the schools' effectiveness. The findings of this study also supported the study of MacDonald's (2007) that asserted that relation oriented leadership behavior is associated with the highest rates of truancy and with the slowest modifications in achievement which leads to unproductive attitudes and disempowerment of subordinates. This leadership behavior may work well when trying to build team harmony, increase morale, and improve communication or repairing broken trust among staff.

With regard to how the task oriented leadership behavior of a principal relate to academic achievement, it was found out that this leadership behavior negatively influence academic achievement because they adopt harsh leadership behavior which are widely detested by the teachers and students alike. It implies that the more autocratic styles are used, the poorer it influences school performance. The study of Charlton (2000) supported the findings of the study as it found out that principals whose strict control measures are likely to face students and teacher's resistance and an increase in discipline because the (teacher and student) tend to protest against dictatorial measures used. Also the documentary evidence in a paper by Nsubuga (2005) entitled "leadership potential for school principals presented at a workshop of principals supported the findings of the study as it indicated that: students hate harsh administrators who make their academic record decline tremendously. Likewise, teachers do not want commanding authority makes them lose morale and they neglect their duty or even think of part timing in other schools which increases the labor turnover. Task leaders use force to get things done, this leads to low achievement. They use a commanding language to ensure results. The task oriented leadership behavior cannot work in a school environment because it is too strict to ensure effectiveness.

Concerning the change oriented leadership behavior of principals relates to academic achievement, it was discovered that the change leadership behavior influences school achievement positively. The finding of this study can be supported by Mumbe (2005) that change leadership behavior affected students' academic achievement and general school performance positively, because it motivated teachers to work with principals to achieve school objectives. The work of James and Connolly (2000) also found that principals allowed teachers to take

initiatives so as to improve student academic achievement. Through supporting and encouraging team work, good cooperation, good remuneration of all staff, motivation of staff and students. For a change oriented principal to perform better there must be good management who are eager to implement strategies that would lead to good academic achievements and also a collaborative arrangement in decision making across all level in the school should be made available.

Therefore, relation-oriented leadership behavior was mostly practiced in the study areas. Indication of this type of leadership behavior was the least number of students joined grade 11th (preparatory school) as well as most of the result obtained from the discussion with the student council and Parent Teachers Association revealed that since there was full freedom for teachers and students, no follow up of the principles and regulations of the school of the leader, no more monitoring and well-structured evaluation system which directs the leadership behavior to relation oriented leadership behavior.

4.4. Correlation between Academic achievement and leadership behavior

4.4.1 Correlation between Academic achievement and Relation oriented leadership behavior

There are 5 Relation oriented leadership behavior related questions and after computing the mean score, it was dichotomized based on mean score.

As showed in the table 4.8, the correlation between Relations oriented leadership behavior and students' academic achievement was negative relationship. That means as school principals practice relation-oriented leadership behavior, the students' academic achievements decreased.

Table 4.7: Correlation between students’ academic achievement and Relation oriented leadership behavior

Related oriented relationship behavior and academic achievement		Academic achievement	Relation oriented leadership behavior
Relation oriented leadership behavior	Pearson Correlation	1	-0.844
	Sig. (2-tailed)		.072
	N	8	5
Academic achievement	Pearson Correlation	-0.844	1
	Sig. (2-tailed)	.072	
	N	5	5

It is clear that relation oriented leadership behavior negatively influence (-0.844) academic achievement because they adopt relation leadership behavior which was widely keep only the freedom of teachers and students alike. This implies that the more relation-oriented leadership behaviors used, the poorer the academic achievement. Relation oriented leadership behavior is not suited for use by principals because complete delegation without follow-up mechanisms creates performance problems. Ensuring affective academic achievement requires the involvement of both the superiors and subordinates through collective participation and monitoring of achievement. Delegation of duties does not imply failure to monitor and follow up progress.

4.4. 2 Correlation between students’ academic achievement and Task oriented Leadership behavior

The correlation between autocratic leadership style and academic achievement as showed in table 4.8 below were negative relationship. That means as school principals practice task oriented Leadership behavior decreased their student’s academic achievement.

Table 4.8: Correlation between students’ academic achievement and task oriented leadership behavior

Task oriented leadership behavior and academic achievement		Task oriented leadership behavior	Academic achievement
Task oriented leadership behavior	Pearson Correlation	1	-0.338
	Sig. (2-tailed)		.579
	N	5	5
Academic achievement	Pearson Correlation	-0.338	1
	Sig. (2-tailed)	.579	
	N	5	5

The result indicates that the Pearson coefficient results for the relationship between the tasks-oriented leadership behavior and student academic achievement from the teachers’ questionnaire. This study revealed that tasks-oriented leadership behavior negatively influences (-0.338) academic achievement because they adopt strict leadership behaviors which are widely chain of command on the teachers and students alike. This implies that the more task-oriented leadership behavior is used, the poorer the academic achievement. According to Charlton (2000), principals who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used. From the focus group discussions conducted by the parents, it was established that all the participants were of the view that where some principals adopt task-oriented leadership behavior, the school may not obtain good results. There are situations when they have to take decisions without consultations or when they feel consulting will delay or when policies had been compromising the process of decision making under such circumstances they use highly participative manager. This kind of leadership was used under various circumstances, especially when policies had been compromised.

An analysis of the views from the participants revealed that in some schools there was a top down leadership style, which in this study is characterized as the chain of command kind of

leadership. It has also been observed that whereas it might be easy to initiate and implement changes from above, sustaining them over a long period of time might be a bit difficult. In most cases, decisions might require a bottom up approach. That is why when it was suggested by the teacher in the staff meeting that they visit other schools to establish how they are being managed in order for them to learn and borrow good practices for school improvement, the idea was accepted. It was discussed in the staff meeting and the principals agreed. Subsequently, there was a steady improvement in the school's performance.

It was also established that student representative, too, did not favor task leaders, because such leaders are believed to be harsh towards students and decisions are in most cases self-centered. This is also in conflict with students. In cases where the school's stakeholders have an interest in the school they contribute to the academic excellence of a school as a whole, It is not wise to adopt the task oriented leadership behavior because this behavior assign each member of staff particular duties .

The views from the participants on the relationship between the task oriented leadership behavior and academic achievement seemed to indicate that where task oriented leadership behavior was practiced it was not very easy to come up with very good achievement in schools. For example, one PTA chairman said: "Sometimes principals who use a task oriented leadership might get good results. This is where the staff needs result oriented and production emphasis methods for them to be able to do the work as required. This normally happen where the majority of staff members are young and inexperienced." This argument is supported by Sashkin (2003) as follows: "When an employee is not ready, that is, has inadequate skills and lacks motivation to get the job done, the appropriate leadership strategy, according to the Hersey- Blanchard theory, is to be very directive.

However, some people can also work without being forced. This is especially the case with mature teachers, particularly if they are motivated. But even in the case of young teachers who are willing and ready to work the emphasis should be on encouragement and motivation.

The views of the participants were also found to be agreed with Frost and Harris's (2003) conclusion that in order to build capacity in schools it is important that all teachers are afforded opportunities to exploit their potential so as to bring about change and development in schools. It

has been demonstrated that the quality of leadership matters in determining the motivation of teachers and the quality of teaching and learning in the classroom.

4.3.3 Correlation between academic achievement and change oriented leadership behavior

Correlation between change-oriented leadership behavior and academic achievement as shown in table 4.9 below they had positive linear relationship. That means as school principals practice change oriented leadership behavior their student's academic achievement increased.

Table: 4.9: Correlation between students' academic achievement and Change oriented leadership behavior

Change oriented leadership behavior and academic achievement		Academic achievement	Change oriented leadership behavior
Change oriented leadership behavior	Pearson Correlation	1	0.652
	Sig. (2-tailed)		0.233
	N	5	5
Academic achievement	Pearson Correlation	0.652	1
	Sig. (2-tailed)	0.233	
	N	5	5

As observed from the table above, the results obtained on a 2-tailed test of significance; there is a positive, moderate (0.652) relationship between the democratic leadership style and achievement in secondary schools.

In the model correlation coefficient further indicates that even teachers agree that there is a positive relationship between principals' Change oriented leadership behavior and academic achievement in secondary schools. The positive correlation between the democratic leadership style and school academic achievement means that at the end of the day, school progress depends on allowing for the participation of all stakeholders in the school's matters. It can be argued that in schools the leaders should minimize making lone decisions regarding what team members should do and how they should do it. In addition, leaders should avoid setting the desired achievement standards and a working plan of action without consulting team members.

The participants in this study asserted that the views of all stakeholders in the school are important. For example, the principals in the interview pointed out "the behavior of leadership

is critical to school achievement, how leadership is implemented and how the people respond influence each other is very important”. In order to understand the role of leadership in the

4.5 Challenges of school leadership behaviors

Table: 4.10the challenges affecting the students’ academic achievement of your leadership behavior response

No	Challenges’ of School Leadership Behavior	Res	Number of teachers and supervisor=159, Principals=17										Mean	S.D
			5		4		3		2		1			
			F	%	F	%	F	%	F	%	F	%		
1	Lack of adequate training towards school leadership and management	TS	71	44.7	62	38.9	11	6.9	10	6.3	5	3.1	3.77	.99
		Pr	13	76.5	4	23.5	--	--	--	--	--	--	4.76	.44
2	Lack of experience to manage and mobilize the school community and activities towards shared goal	TS	45	28.3	49	30.8	31	19.5	21	13.2	13	8.2	2.91	1.04
		Pr	12	70.5	5	29.4	--	--	--	--	--	--	4.70	.47
3	Lack of regular supervisory support from the concerned education officials	TS	35	22.0	76	47.8	32	20.1	9	5.7	6	3.8	3.91	.81
		Pr	--	--	10	58.8	7	41.2	--	--	--	--	3.59	.51
4	Restricted powers of school leaders to decide on issues	TS	19	11.9	10	6.3	80	50.3	38	23.9	12	7.5	3.46	.91
		Pr	--	--	14	82.4	3	17.2	--	--	--	--	3.82	.39
5	unwise interference of higher officials in the functions of school leaders	TS	32	20.1	92	57.8	27	16.9	5	3.1	3	1.9	3.98	1.09
		Pr	--	--	12	70.6	5	29.4	--	--	--	--	3.70	.47
6	Lack of approach problem with facts and logic	TS	30	18.8	27	16.9	92	57.9	7	4.4	3	1.9	3.49	1.03
		Pr	5	29.4	12	70.6	--	--	--	--	--	--	4.29	.47

7	Lack of professional skill to implementing school policy and program	TS	63	39.6	54	33.9	26	16.4	9	5.7	7	4.4	3.90	.95
		Pr	12	70.58	5	29.4	-	--	--	--	--	--	--	4.70
8	Lack of creating a strong relationship	TS	17	10.68	83	52.2	30	18.88	20	12.6	9	5.7	3.63	.86
		Pr	3	17.6	9	52.9	5	29.2	--	--	--	--	--	3.88
9	Challenging to involve parents in formulating school policy and program	TS	36	22.64	94	59.12	13	8.18	10	6.3	6	3.8	3.97	.96
		Pr	2	11.7	12	70.5	3	17.6	--	--	--	--	--	3.94
10	Skill gap to influence students learning through continuous advices and follow up	TS	14	8.80	93	58.4	38	23.8	8	5.0	6	3.8	4.11	.96
		Pr	3	17.6	12	70.8	2	11.7	-	--	--	--	--	4.06
11	Lack of availability of education resource (financial and material)	TS	51	32.1	67	42.1	30	18.9	7	4.4	4	2.5	4.15	.93
		Pr	6	35.3	11	64.7	--	--	-	--	--	--	--	4.35
12	Absence of Regularly talk with parents regarding students' academic Progress	TS	67	42.1	54	33.9	29	18.2	6	3.8	3	1.9	3.76	.39
		Pr	4	23.5	11	64.7	2	11.7	-	--	--	--	--	4.12
13	There is no Regularly meeting with teachers to discuss on students' academic progress	TS	73	45.9	46	28.9	31	19.5	9	5.7	--	--	3.88	.88
		Pr	--	--	--	--	6	35.3	7	41.2	5	29.4	2.12	.78
14	Absence of Using test/exam results to assess Students academic progress	TS	--	--	--	--	--	--	12	87.42	30	18.6	4.13	.93
		Pr	--	---	--	--	--	--	12	70.58	5	29.4	3.58	.47
15	Lack of Solving administrative problem with staff to improve students' academic achievement	TS	34	21.3	89	55.94	23	14.47	10	6.3	3	1.9	3.76	.77
		Pr	2	11.7	10	58.8	5	29.4	-	--	--	--	--	3.82

Note: Res= Respondents, TS= Teachers and supervisor, Prin= Principals

As indicated in table 4:10 above, about 71 (44.7%) of teachers and supervisors with the mean value $3.77 \pm .99$ respond that there was no adequate training towards school leadership and management for principals. In contrary, only 5 (3.1%) revealed that there was adequate training towards school leadership and management for principals. Extrinsic motivations include rewards such as increased pay, praise or promotion, and punishments, such as disciplinary action, withholding pay or criticism (Armstrong, 2007). In addition to this, about 13 (76.47%) with the mean value $4.76 \pm .44$ of the principals showed that lack of adequate training towards school leadership and management strongly affect students' academic achievement. According to Yohannes Assefa, 2018 the Ministry of Education and other voluntary organizations must provide training for school leaders on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the classroom; student evaluation skills; school self-evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement curriculum

Item 2 of the above table showed that, about 49 (30.8%) with the mean value 2.91 ± 1.04 of teachers and supervisors respond that principals' great problem was lack of experience to manage and mobilize the school community and activities towards shared goal. The relationship that principals create with families and other community members around their schools plays important role in teacher motivation and useful communication and interactions principals establish with families positively impacts students' success and creates conducive working environment for teachers (Eres, 2011). In the same items, about 12 (70.58%) with mean value $4.7 \pm .47$ of principals, respond that lack of experience to manage and mobilize the school community and activities towards shared goal highly affects student's achievement. The relationship that principals create with families and other community members around their schools plays important role in teacher motivation and useful communication and interactions principals establish with families positively impacts students' success and creates conducive working environment for teachers (Eres, 2011).

Majority about 76 (47.79%) teachers and supervisors agreed that there was lack of regular supervisory support for principals from the concerned education officials. The teachers and supervisors mean value was $3.91 \pm .81$ rated medium. Most of the school principal who is in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack of regular supervisory

support to design vision and coordinate the school community so as to lead to the attainment of the goals (MoE, 2007). In other way, about 10(58.88) agreed that there was lack of regular supervisory support from the concerned education officials. The principal mean value was $3.59 \pm .51$ rated medium. Most of the school principal who is in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack of regular supervisory support to design vision and coordinate the school community so as to lead to the attainment of the goals (MoE, 2007).

A very few 12(7.5%) teachers and supervisors respond that principals were no restricted on their powers to decide on issues. The teachers and supervisor mean value was $3.46 \pm .91$ rated medium. This indicated that majority principals did not bound the power on decision which is forbidden. According to (Rowley, 1997) the principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. On the other hands, about 14(82.35%) principals restricted powers to decide on issues. The principal mean value was $3.82 \pm .39$ rated medium. This indicated that majority principals bound the power on decision which is forbidden. But to promote democratic leadership style in the schools create away with top down decision-making processes; distribute the responsibility and power for others widely throughout the school; share decision-making powers with staff, and allowing staff to manage their own decision-making committees; ensure effective group problem solving during staff meetings; provide autonomy for teachers, and create opportunities for staff development is necessary (AnimutTilahun, 2014).

Majority of teachers and supervisors 92 (57.86%) agreed that there was unwise interference of higher officials in the function of school leaders. Similarly, about 12 (70.58%) of principal's response showed that there was unwise interference of higher officials in the function of school leaders. The teachers and supervisor, and principals were $3.98 \pm .1.09$ and $3.70 \pm .47$ rated medium respectively. The result indicates that unwise interference of higher officials in the function of school leader can leads low achievement of students' academic. As TeshaleGetachew, (2007) unwise interference of higher officials in the functions of school leaders' function and principals' heavy work load other than instructional leadership are the major challenges that influenced school leadership effectiveness.

About 63 (39.62%) of teachers and supervisors, and 12 (70.58%) of principals strongly agreed that there was lack of professional skill to implementing school policy and program of principals with mean value of $3.90 \pm .95$ and $4.70 \pm .47$ respectively. This result showed that there were no plenty professional skills to implementing school policies. But suchlike leaders might not lead staff in a way of better progress. If the school leaders are professional they can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes teacher for student learning (TigistuAwalu, 2012)

The study showed that, about 83 (52.20%) of teachers and supervisors agreed that there was lack of creating a strong relationship with students to improve the achievements for principals. The teachers and supervisors mean value were $3.63 \pm .86$ rate medium. Due to lack of capable head teachers to investigate and set direction in using of inquiry and enhancement of profession and shortage of finance to provide resources at the needed at time the internal problems of the schools, implementation is not as effective as is wanted; especially because of the multiple responsibilities of the implementers (Bush, T., 2007). Also, about 9 (52.94%) with the mean value $3.88 \pm .69$ of principals response showed that there was lack of creating a strong relationship with students to improve the achievements. Due to lack of capable head teachers to investigate and set direction in using of inquiry and enhancement of profession and shortage of finance to provide resources at the needed at time the internal problems of the schools, implementation is not as effective as is wanted; especially because of the multiple responsibilities of the implementers (Bush, T., 2007).

As indicated in the table 4:10 above, about 94 (59.12%) and 12 (70.58%) with mean value $3.97 \pm .96$ and $3.94 \pm .55$ of teachers and supervisors, and principals respectively, agreed that there was challenging to involve parents in formulating school policy and program to give educational force on students' academic achievements for principals. As Duke, et al (2006) has observed that the lack of effective leadership in schools lowers students' achievement because the absence of quality leadership often results in ill-adapted school organization and programs. It also leads to unstable and difficult staffing, students' negative attitudes to academic work and discipline, an unhealthy school system and climate, and non-cooperation of parents and community.

Majority 93 (58.49%) of the teacher and supervisors as well as about 12(70.58%) of the principals with the mean value of $4.11 \pm .96$ and $4.06 \pm .55$ were agreed that there was skill gap to influence students learning through continuous advices and follow up to increase their academic achievements. The study revealed that the school leaders are moderately effective in delegating and sharing responsibility to others to work hard towards highest academic achievement of the students. And also there is moderate commitment of schools leadership in encouraging internal supervision to enhance the teaching learning process. The principals' influence made by the school leaders on students learning through continuous advice and follow up to increase their academic achievement is also insufficient (TeshaleGetachew, 2007).

About 67(42.13%) of teachers and supervisors agreed that there was lack of availability of education resource to improve student academic achievements to principals. Also, about 11(64.71%) of principals agreed similarly on the same issue. The teachers and supervisors, and principals mean value were $4.15 \pm .93$ and $4.35 \pm .49$ rated high. According to Blase J., 1999, leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set professional growth goal with teachers, and provide resources to faster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom.

The study revealed that, about 67(42.14%) of teachers and supervisors, and principals about 11(64.71%) with mean value $3.76 \pm .39$ and $4.12 \pm .60$ replied that there was absence of regularly talk with parents regarding students' academic Progress. Effective school leaders encourage shared decision making with the school community including staff, students and parents (Wossenu, 2006).

About 73(45.91%) of teachers and supervisors revealed that there is no regularly meeting with teachers to discuss on students' academic progress. The teachers and supervisor mean value was $3.88 \pm .88$ rated moderate. In contrarily, principals about 7(41.18%) with mean value $2.12 \pm .78$ stated that there was regularly meeting with teachers to discuss on student academic progress. School leaders have to encourage shared decision making with the school community including staff, students and parents. Because most of the school activities are required team work, so the

school leaders at the beginning of the academic year established different committee for different activities, including the students. This implies, leaders decision base taken by participatory and work together with school community in every decision-making, setting meeting agenda, exchange ideas and views of how to run the schools (Tsai, J., (2011).

The study showed that, about 129 (87.42 %) of teachers and supervisors as well as 12(7.58%) of principals with the mean value of $4.13 \pm .93$ and $3.58 \pm .47$ revealed that there was using test/exam results to assess students' academic progress. According to (Helms and Pamela Murphy, 2012) school leaders can profoundly influence students' academic achievement through consistence motivation and providing praise regarding to their result of exam. They further explain that students are more motivated when they are reinforced frequently in front of their peer groups and parent.

About 89 (55.94%) of teachers and supervisors, and 10(58.82%) with mean value of $3.76 \pm .77$ and $3.82 \pm .63$ agreed that there was lack of solving administrative problem with staff to improve students' academic achievement. By creating a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members MoE (2005).

From the discussion with PTA and student council on challenges of leadership behavior, so many challenges were identified. Challenges like lack of experience to manage and mobilize the school community and activities to wards shared values, lack of regular supervision, unwise interference of external body, lack of professional skill to implement school policy and program, lack of involving parents in school policy and program, lack of solving administrative problem with staff to improve student academic achievement were the major challenges identified in the study schools. Such kind of challenges will be minimized if the school leader uses change oriented type of leadership behavior.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter deals with the summary, conclusion and recommendations of the study. The major objective of the study was to investigate the relationship between school principal leadership behavior and students' academic achievement in Buno Bedele zone secondary schools given particular emphasis to the three common leadership behaviors of the study area these are: the relation, tasks, and change oriented leadership behaviors. To meet its objective the research tried to answer the basic research question to what extent does the leadership behaviors adopted by principals have an influence on the students' academic achievement?

The subjects of the study were 17 principals, 159 teachers and supervisor, 8 students' representatives and 8 parent teachers' association members (PTA). The questionnaire developed was piloted and necessary correction was made before administration. Finally, based on the quantitative and qualitative data analysis the study comes up with the following findings

5.1. Summary of the Findings

1. The majority of principal respondents reported that they had neither received education management training nor in service training courses. As the study showed there is disjointed relationship between training received by principals from universities and the performance requirement in the school leadership position. Besides that On the other hand they responded that they were given job descriptions, which center on the implementation of government policies, rules and regulations on being appointed as principals. Thus, principals are not able to improve students' academic achievement unless they are equipped with certain knowledge, intellectual and

psychological skills. Therefore, demands principals with good leadership skills to direct the school towards good achievements.

2. The correlation between the relation-oriented leadership behavior and Students academic achievements were negative (-0.844) in Bunno Bedele secondary school. One of the findings of the study was relation leaders (related people) do not delineate the problem that needs to be solved and tend to overdelegate their duties which leads to poor achievement. From this it is possible to conclude that the problem with relation leaders is that they neglect their duty of over seeing things and seem to over trust subordinates

3. The task-oriented leadership behavior of school principals has a negative effect (-0.833) on school achievement. Also task oriented leadership behavior is the most used styles in secondary schools of Bunno Bedele zone. This behavior of leadership has strong negative relationship with the stakeholders. This simply means that the more task-oriented principal, the poorer the achievement of the school and the contrary is also true. The greater the use of command chain principles, the poorer the learners' academic achievement.

4. Change oriented leadership behavior and schools achievements had a strong positive (0.652) relationship and this behavior is the most used leadership behavior in the study areas. Because, the principals use it in order to take a risk, to be creative and imaginative, make change, encouraging innovating teaching method, communicate with stakeholder in order to have common understanding and shared values. Teachers' in schools need to be involved in the school's administration and in the implementation of decisions making as a collective whole because this affects them directly.

5. Challenges like lack of availability of education resource, lack of solving administrative problem with staff, unwise interference of higher officials in the function of school leader, skill gap to influence student learning through continuous advices and follow up, no regularly meeting with teachers to discuss parent and school leaders affecting the students' academic achievement on leadership behavior.

5.2 Conclusions

Based on the study results and summary of the findings, the following conclusions are given: So many factors that hindering the contribution of school leaders in their roles were indicated in the study. Accordingly, lack of training towards school leadership was one major factor. Most of the leaders are qualified in the subject area and the trained leaders turn over as soon as graduated from the universities, work load of principals have more effect on leadership contribution. In addition, providing the necessary educational materials and financial inputs, school facilities have greatest impact on contribution to students' academic achievement. Generally, there are limiting factors those hinder the contribution of instructional leaders.

Efforts made by school leaders to improve students' achievement are, facilitating conducive school environment, participating communities' engagement, planning school-based trainings and seminars to improve students' academic achievement was planned even though not satisfactory. As analysis of the study revealed, the general conclusion reached at the end of this study is that there was a gap on the school leadership contribution for students' academic achievement in the secondary schools of BunoBedele zone.

In the study areas, the finding indicated that, Relation oriented, Task oriented and change or transformational oriented leadership behavior were identified. Among these leadership behaviors, relation-based leadership behavior was highly practiced. The gap identified were no more using of check list, no regular supervision of the school, presence of external interference, lack of professional school leadership. Therefore, the general conclusion is that the leadership that has leadership professional that acquired knowledge of using the combination of the three-leadership behavior listed can contribute high students' academic achievement.

5.3 Recommendations

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

1. To improve school's progress and performance, school manger should use the combination of the three leadership behaviors. However, using change-oriented leadership behavior should transform the school progress and students' academic achievement.

2. Teachers need to be involved in the process of deciding the roles they wish to take on and then be supported by the school leadership in doing so. It is therefore recommended that school principals' need to minimize the use of task-oriented leadership behavior in the management of schools unless it is very crucial to ensure the implementation of school rules and regulation.

3. To maximize the students' academic achievement, school principals should create away with top down decision-making processes; distribute the responsibility and power for leadership widely throughout the school; share decision-making powers with staff, and allowing staff to manage their own decision-making committees; ensure effective group problem solving during staff meetings; provide autonomy for teachers, and create opportunities for staff development. Moreover, it advisable to consider the various factors accounting for academic achievement in schools and these combined constitute the greatest influence on school performance.

4. School leaders should improve the challenges affecting the students' academic achievement on leadership behavior by solving administrative problem with staff, taking wise interference of higher officials in the function of school leader, filling skill gap through continuous advices and follow up, regularly meeting with stakeholders.

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APPENDIX: A

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE FOR THE SCHOOL PRINCIPALS

Dear Respondents:

This questionnaire is designed to gather information for Thesis entitled: “**the relationship between school principal leadership behavior and students’ academic achievements**” in **secondary schools of BunoBedeleZone**. I kindly request you to provide accurate information with respect to the following questions. The information that you give will be confidential and will solely be utilized for the purpose of this research. I am, in advance, grateful for your attention and for the time you devote. Thank you!

For any information you can contact me through tel. number **(0917755272)**.

PART I

SECTION A: BACKGROUND INFORMATION

INSTRUCTION: Please tick (√) or provide information as may be applicable. Do not indicate your name anywhere on the questionnaire.

Zone _____ Woreda _____ Name of the school: _____

1. Position in your school: 1.1.School principal 1.2.Vice Principal

2.Sex: 2.1 Male 2.1 Female

3. Age: 3.1 below 24 3.2. 25---35 3.3.36--46 3.4.47---57

3.5.58 and above.

4. Level of Educational attainment: 4.1 Diploma 4.2. BA/BSC/BED/

4.3. BA /EDPMSCL / 4.4. MA/MSCL / 4.5.MA/EDPM/SCL

5. Work experience in years: 5.1. And below 5 5.2.6--16 Year 5.3. 17--27 Year

5.4. 28---38Year 5.5.39 and above

6. Training attended relevant to School leadership:

6.1. Did not take at all 6.2. less than 1 week 6.3. 1-2 week

6.4. 3-4 week 6.5. 1-3 month 6.6. Graduated in EDPM (MA)

7. Experience in leadership: 7.1. Less than 2 year 7.2 3-87, 9-14

7.4 15 and above 15 years

SECTION B

DOCUMENTS

No	Item of Documents	Available (Ready to use)	Not Available	Adequate (Good enough: of quality)
A)	Documents			
1	Visitors book			
2	Register for Teachers			
3	Teachers Schemes of Work			
4	Discipline Record Book			
5	School Timetable			
B)	Staffroom			
1	School time table			
2	Teachers lesson notes / plans			
3	Record of workbooks			
4	Exam analysis files			
5	Mark book / progress records			
C)	Physical Facilities			
1	Classrooms, desks, chairs			
2	Library			
3	Textbooks			
4	Laboratory			
5	Workshops(Pedagogical Center)			
6	Play fields			
7	Electric power			
8	Separate toilet for male & female students			

D) Document Analysis and observation checklist on student’s academic achievement

No	Items	Yes	No			
1	Are there documents that show classroom observation made by the school leadership and feedback given for teachers on academic issues of the students result?					
2	Do the schools have strategic plan to influence student success?					
3	Do the school record and rate students’ academic progress in using regular check list in each Subject?					
4	Result of students on national exam From the school roster	Year	≥ 2:00	Joined 11th grade	<2:00	Remark
		2009				
		2010				
		2011				

PART II: Leadership behavior of principal:

Questions for School Principal and Vice Principals

What extent does your types of leadership behavior that are mostly practiced by the secondary school Principals engage from the following **School principal leadership behaviors that is improve Students’ academic achievement?** Choose the response number that best applies to each statement and put tick (√) it under that statement.

5) Strongly Agree 4) Agree, 3) Undecided 2) Disagree 1) Strongly disagree

PART II

No	School principals Leadership Behavior	5	4	3	2	1
A	Relation oriented leadership behavior					
1	Iprefer collective decision making in school.					
2	Iam very skillful and shrewd negotiator					
3	I Develop building trustand base of support					
4	I allow the staff members complete freedom in their work.					
5	I treat all staff members as equal and tolerance of uncertainty					
6	I leave teachers to make decision pertaining to school performance without intervention.					
7	I am friendly to members of the staff					

PART II

No	School principals Leadership Behavior	5	4	3	2	1
8	Decision are made from down and they come later to the top.					
9	I give encouragement to staff members					
10	I mind all the welfare of my staff both professional and self.					
B	Task Oriented Leadership Behavior					
1	I Strongly emphasize careful planning and clear time lines					
2	I keep the work moving at rapid pace.					
3	I strongly believe in clear structure and a chain of command.					
4	I make important decision without consulting staff members (Top down)					
5	I Develop and implement clear, logical policies and procedures					
6	I assign each member of staff particular duties					
7	I stay resulted oriented and production emphasis.					
8	I am very strict with my staff and school management is accomplishment of the task at hand not addressing staff needs.					
9	I nip problem in taking rule and directive.					
10	I am highly participative manager.					
C	Change Oriented Leadership Behavior					
1	I give teachers autonomy in decision making about improving academic achievement.					
2	I Generate loyalty and enthusiasm(eagerness)					
3	I am highly imaginative and creative					
4	I am willing to make changes and respect the right of different team.					
5	I achieve group consensus on important help change					
6	I am willing to take risks by trying new decisions as a collective whole					
7	I am encouraging to use innovative teaching methods.					
8	Pay extraordinary attention detail to prove students academic achievement					
9	I Approach problems through logical analysis and careful thinking.					
10	I Communicate the mission with stakeholders in order to have common understanding and shared value.					

PART III: Questions for School Principal and Vice Principals (SELF)

Please indicate by putting a tick (√) an appropriate column to which the following statements apply to perform **the relationship between school principals ‘leadership behavior and student’s academic achievement of yourself.**

5) Strongly Agree 4) Agree, 3) Undecided 2) Disagree 1) strongly disagree

PART III

No	LeadershipBehavior and Students academic achievement	5	4	3	2	1
A	Relation oriented leadership behavior					
1	Solving administrative problem with staff to improve students’ academic achievement					
2	Delegate and share responsibility to others to work hard towards highest achievement of students					
3	I communicate the mission with stakeholder in order to have common understanding on student academic achievement.					
4	Consider ideas and suggestion of teachers to improve academic achievement of students’ in the school.					
5	I give teachers autonomy in decision making about improving academic achievement					
B	Task Oriented Leadership Behavior					
1	Frame the school goal for students’ academic achievement					
2	Plane and work towards highest academic achievement of students					
3	Allocate resources for the proper implementation and achievement of school vision and goals.					
4	Actively protect a learning time and compensate loosed time to improve academic achievement of students.					
5	Evaluating and monitoring the progress of students, completion of courses and school attendance and punctuality of class.					
C	Change Oriented Leadership Behavior					
1	Encouraging to Use Innovative Teaching Methods and ICTs					
2	Encourage internal supervision to enhance the teaching learning process and give constructive feedback that improves students’ academic achievements.					
3	Develop the school mission, goals and objectives for the improvement of students academic achievement					
4	Influence students learning through continuous advice, willing to take risks by trying new decisions and follow up to increase their academic achievement.					
5	Pay extraordinary attention detail to prove students academic achievement.					

PART IV: Leadership behavior of principal

Questions for School Principal and Vice Principals (SELF)

Please indicate by putting a tick (√) an appropriate column to which the following statements apply to **the challenges affecting the students ‘academic achievement of your leadership behavior.** 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

PART IV

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(students academic achievement)					
5	unwise interference of higher officials in the functions of school leaders					
6	Lack of approach problem with facts and logic					
7	Lack of professional skill to implementing school policy and program					
8	Lack of creating a strong relationship with students to improve the achievements					
9	Challenging to involve parents in formulating school policy and program to give educational force on students’ academic achievements.					
10	Skill gap to influence students learning through continuous advices and follow up to increase their academic achievements.					
11	Lack of availability of education resource (financial and material) to improve student academic achievements.					
12	Absence of Regularly talk with parents regarding students’ academic Progress					
13	There is no Regularly meeting with teachers to discuss on students’ academic progress					
14	Absence of Using test/exam results to assess Students academic progress					
15	Lack of Solving administrative problem with staff to improve students’ academic achievement					

PART V: Leadership behavior of principal

Questions for School Principal and Vice Principals (SELF)

The following statements show **the relationship between school principals’ leadership behavior and students’ academic achievement**. Which school principals leadership behavior do you think will increase students’ academic achievement by putting tick (✓) in one of the boxes against each them? The members indicate:

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

PART V

No	Leadership Behavior	5	4	3	2	1
1	Relation oriented leadership behavior helps to increase student’ academic achievement.					
2	Task Oriented Leadership Behavior helps to increase student’ academic achievement.					
3	Change Oriented Leadership Behavior helps to increase student’ academic achievement.					
4	Combination of three Leadership Behavior helps to increase student’ academic achievement.					
5	School principals’ leadership behavior and students academic achievement does not have any relations.					

1). what other factors constitutes the relationship between school principal leadership behavior and students academic achievement in your school?

Please comment on the reasons for the above mentioned constitutes?

2). Please explain your positive experience as a principal? _____

Thank for your cooperation participation

APPENDIX: B

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

TEACHER'S/SUPERVIZERS/ QUESTIONNAIRE

Dear Respondents:

This questionnaire is designed to gather information for Thesis entitled: **“the relationship between school principal leadership behavior and students’ academic achievements” in secondary schools of BunoBedeleZone**. I kindly request you to provide accurate information with respect to the following questions. The information that you give will be confidential and will solely be utilized for the purpose of this research. I am, in advance, grateful for your attention and for the time you devote. Thank you!

For any information you can contact me through tel. number **(0917755272)**.

PART I

SECTION A: BACKGROUND INFORMATION

INSTRUCTION: Please tick (✓) or provide information as may be applicable. Do not indicate your name anywhere on the questionnaire.

Zone _____ Woreda _____ Name of the school: _____

1 Position in school: 1.1. Teacher 1.2. Unit leader

1.3. Department head 1.4. Other

2. Sex: 2.1 Male 2.1 Female

3. Age: 3.1 below 24 3.2. 25---35 3.3.36--46 47--57

3. 5Above 67

4. Level of Educational attainment: 4.1 Diploma 2. BA/BSC/BED/

4.3. MA/MSCA A /EDPM/ SCL/ 4, 5 MA PM/SCL

4.6.other

5. Work experience in years: 5.1. And below 5 5.2.6--16 Year 5.3.1727Year 5.4.28---
38Year 5.7. above

6. Training attended relevant to School leadership:

6.1. Did not take at all 6.2.1-2week 6.3. 3-k

6.4. 5-8 week 6.5.9and weeksabove 6.6. M/Of EDPM/SCL/

7. Experience in leadership :7.1. Less than 2 year 7.2.3-87, 3 9

7.4 15 and above 15 years

PART II: SCHOOL PRINCIPAL LEADERSHIP BEHAVIOR

Questionnaire for Teachers and Supervisor

What extent does your types of leadership behavior that are mostly practiced by the secondary school Principals engage from the following **School principal leadership behaviors that is improve Students' academic achievement?** Choose the response number that best applies to each statement and put tick (√) it under that statement. 5) Always, 4) Often, 3) Sometimes, 2) Occasionally 1) Never

PART II

No	School Principals' leadership behaviors	5	4	3	2	1
A	Relation oriented leadership behavior					
1	He /She prefer collective decision making in school.					
2	She/he is a very skillful and shrewd negotiator.					
3	Develop alliances to build a strong base of support					
4	He//She allow the staff members complete freedom in their work.					
5	He /She is treat all staff members as equal and tolerance of uncertainty					
6	He She leaves teachers to make decision pertaining to school performance without intervention.					
7	He /She is friendly to members of the staff					

PART II

No	School Principals' leadership behaviors	5	4	3	2	1
8	Decision are made from down and they come later to the top					
9	He /She is give encouragement to staff members					
10	He /She is mind all the welfare of my staff both professional and self					
B	Task Oriented Leadership Behavior					
1	He She Strongly emphasize careful planning and clear time lines					
2	He She keeps the work moving at rapid pace					
3	He She strongly believe in clear structure and a chain of command					
4	He She makes important decision without consulting staff members.					
5	He She Develop and implement clear, logical policies and procedures					
6	He /She is assign each member of staff particular duties					
7	He She stay resulted oriented and production emphasis					
8	He /She is very strict with my staff and school management is accomplishment of the task at hand not addressing staff needs.					
9	He She nip problem in taking rule and directive					
10	Is a highly participative manager					
C	Change Oriented Leadership Behavior					
1	He She gives teachers autonomy in decision making about improving academic achievement					
2	Generate loyalty and enthusiasm.					
3	He /She is highly imaginative and creative					
4	He /She is willing to make changes					
5	He /She is group achieve consensus on important help change					

PART II

No	School Principals' leadership behaviors	5	4	3	2	1
6	He/she is willing to take risks by trying new decisions as a collective whole					
7	He /She is encouraging to use innovative teaching methods					
8	Pay extraordinary attention detail to prove students academic achievement					
9	He She Approaches problems through logical analysis and careful thinking.					
10	Communicate the mission with stakeholders in order to have common understanding and shared value					

PART III: SCHOOL PRINCIPAL LEADERSHIP BEHAVIOR

Questionnaire for Teachers, Supervisor and Head office

Please indicate by putting a tick (√) an appropriate column to which the following statements apply to perform the **relationship between school principals' leadership behavior and student's academic achievement of your principals'**:

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

No	Leadership Behavior and Students academic achievement	5	4	3	2	1
A	Relation oriented leadership behavior					
1	Solving administrative problem with staff to improve students' academic achievement					
2	Delegate and share responsibility to others to work hard towards highest achievement of students					
3	I communicate the mission with stakeholder in order to have common understanding on student academic achievement.					
4	Consider ideas and suggestion of teachers to improve academic achievement of students' in the school.					
5	I give teachers autonomy in decision making about improving academic achievement					

PART III

No	Leadership Behavior and Students academic achievement	5	4	3	2	1
B	Task Oriented Leadership Behavior					
1	Frame the school goal for students' academic achievement					
2	Plane and work towards highest academic achievement of students					
3	Allocate resources for the proper implementation and achievement of school vision and goals.					
4	Actively protect a learning time and compensate loosed time to improve academic achievement of students.					
5	Evaluating and monitoring the progress of students, completion of courses and school attendance and punctuality of class.					
C	Change Oriented Leadership Behavior					
1	Encouraging to Use Innovative Teaching Methods and ICTs					
2	Encourage internal supervision to enhance the teaching learning process and give constructive feedback that improves students' academic achievements.					
3	Develop the school mission, goals and objectives for the improvement of students academic achievement					
4	Influence students learning through continuous advice, willing to take risks by trying new decisions and follow up to increase their academic achievement.					
5	Pay extraordinary attention detail to prove students academic achievement.					

PART IV: PERCEPTION OF OWN BEHAVIOR

Questionnaire for Teachers and Supervisor

Please indicate by putting a tick (√) an appropriate column to which the following statements apply to **the challenges affecting the students 'academic achievement' of your School Principal leadership behavior:**

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

PART IV

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(students academic achievement)					
5	unwise interference of higher officials in the functions of school leaders					
6	Lack of approach problem with facts and logic					
7	Lack of professional skill to implementing school policy and program					
8	Lack of creating a strong relationship with students to improve the achievements					
9	Challenging to involve parents in formulating school policy and program to give educational force on students' academic achievements.					
10	Skill gap to influence students learning through continuous advices and follow up to increase their academic achievements.					
11	Lack of availability of education resource (financial and material) to improve student academic achievements.					
12	Absence of Regularly talk with parents regarding students' academic Progress					
13	There is no Regularly meeting with teachers to discuss on students' academic progress					
14	Absence of Using test/exam results to assess Students academic progress					
15	Lack of Solving administrative problem with staff to improve students' academic achievement					

PART V: PERCEPTION OF OWN BEHAVIOR

Questionnaire for Teachers, Supervisor and Head office

The following statements show **the relationship between school principals’ leadership behavior and students’ academic achievement**. Which school principals leadership behavior do you think will increase students’ academic achievement by putting tick (✓) in one of the boxes against each them? The members indicate:

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

PART V

No	LeadershipBehavior	5	4	3	2	1
1	Relation oriented leadership behavior helps to increase student’ academic achievement.					
2	Task Oriented Leadership Behavior helps to increase student’ academic achievement.					
3	Change Oriented Leadership Behavior helps to increase student’ academic achievement.					
4	Combination of three Leadership Behavior helps to increase student’ academic achievement.					
5	School principals’ leadership behavior and students’ academic achievement does not have any relations.					

1). what other factors constitutes the relationship between school principal leadership behavior and students’ academic achievement in your school?

Please comment on the reasons for the above mentioned constitutes?

2). Please explain your positive experience as a principal? (Relate and give examples)

Thank for your cooperation and participation

APPENDIX C

Interview with PTA chairperson and students’ council chairman

This interview is designed for gathering data required to evaluate **the relationship between school principal leadership behavior and students’ academic achievements: the case of selected secondary schools in BunoBedelle zone**. Your genuine response will have significant contribution for success of this study. The response that you give will be used only for the purposes of the current study. So you are kindly requested to give your response.

Thank you!

PART I- personal data

School Name _____ Woerda _____

Back ground information

- 1. Sex 1.1, Male ____ 1.2. Female _____ 2. Age _____
- 3. Level of Education attainment: _____
- 4. Your position in school _____
- 5. Total serves in this area _____

Part II –Interview leading Questions.

- 1. Have you participated in preparing your school plan as stakeholder? How much it is participatory? _____

- 2. What type of leadership behavior those mostly practice by your school principal? Explain which is preferable to improve academic achievement (Relation oriented leadership behavior, Task oriented leadership behavior and change oriented leadership behavior) Explain same reason: _____

- 3. Is there a statistically significant relationship between school principal leadership behavior and students academic achievements? _____

3.1. What efforts have been made by your principal to improve students' academic achievements mainly in national exam? Explain some measures he/she has taken. _____

3.2. How they protect a learning time and compensate loosed time? _____

3.3. How prepare students for national exam to score good results? _____

4. To what extent do school principal is committed to his/her profession (leadership skill) and improve students' academic achievements? Explain using specific example? _____

5. What are the strategies your principals to create conditions to promote increased student academic achievement? How these strategies and activities carried out? _____

6. How do you evaluate your school principal leadership behavior to lead school improvement planning meeting of staff, school councils, parents and other community members? Explain especially students' academic achievements? _____

7. What major problems and deficiencies of the school principal leadership behavior have you observed on improving academic achievement of the students? _____

8. Are there any additional comments that you would like to make? _____

Thank for your cooperation and participa

