



**THE RELATIONSHIP BETWEEN PRINCIPALS' PERCEIVED LEADERSHP
EFFECTIVENESS AND STUDENTS ACADEMIC ACHIEVEMENT IN SELECTED
SECONDARY SCHOOLS OFBENCH SHEKO ZONE, SNNPR**

**BY
SOLOMON MATIWOS**

**A THESIS SUBMITTED FOR THE MASTER OF ARTS DEGREE IN
EDUCATIONAL PLANNING AND MANAGEMENT**

SEPTEMBER, 2020

JIMMA, ETHIOPIA

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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SEPTEMBER, 2020
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Declaration

I hereby declared that the thesis entitled: The Relationship between Principals Perceived Leadership Effectiveness and students' academic achievement in selected secondary schools of Bench Sheko Zone, SNNPR: has been carried out by me under the guidance of Mr. Tadese Abera (Asst. Professor).

I further declare that this thesis is my original work and has not been submitted to any other University or institute for the award of any degree or diploma and all sources of materials used for this thesis has been dually acknowledged.

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ABBREVIATIONS

BSZEdd - Bench Sheko Zone Education Department

CGPA – Cumulative Grade Point Average

ESDP V – Education Development Program Four

ESR - Education Sector Reforms

GED - Global Educational Digest

MDG - Millennium Development Goals

MoE – Ministry of Education

NASSP - National Association of Secondary School Principals

OECD - Organization for Economic Co-operation and Development

SNNPR - Southern Nations, Nationalities, and Peoples' Region

SPSS - Statistical Package for Social Sciences

ABSTRACT

The main objective of this study was to assess the relationship between principals perceived leadership effectiveness and students academic achievement in selected secondary schools of Bench Sheko Zone. In this study descriptive survey study design was used in order to measure the school leaders effectiveness in discharging their function as instructional leaders. The primary source for this study were principals, vice principals, supervisors, department heads and teachers. The findings of sample schools of grade 9 students' roaster, shows the trend of grade repetition trend look ups and down from year to year. This indicates the effectiveness of principals' in students academic achievement varies from year to year rather than showing improvement. But Guraferda and sheko high schools have increasing trend of grade repetition while Debrework and Shey Bench High Schools have increasing trend at initial years then decreasing trend at the end of the study years. Concerning the students who join preparatory, shows decreasing trend from the year 2007 E.C to 2011 E.C. The physical school learning materials should be made available to support the principals' effort effective by enhancing students' academic achievement. In addition the concerned bodies should build standardized digital library and laboratory service. The researcher has recommended the zone education department and regional education Biro should give in service short trainings to school principals about participatory decisions making practice, delegation of authority, promoting professional practice, instructional leadership competencies, practical school based problem solving techniques. Therefore the woreda and zone education department heads and other government officials make free school principals to be fully engaged on instructional leadership and only school related activities.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, the statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, operational definition of the study terms and organization of the study.

1.1 Background of the study

Leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students. Indeed, the contribution of effective leadership is largest when it is needed most. Therefore effective education leadership makes a difference in improving learning. The roles of leaders in formal administrative position must be greater than the challenges' (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Leadership may play a key role in improving educational processes and, potentially, in enhancing student academic achievement (Choi & Gil, 2017). The success of the education system depends upon achieving the highest possible outcomes at the lowest possible cost. This perspective is an elaboration of the productivity and instrumental effectiveness views (Luyten, et al., 2005). Principals' democratic leadership styles had a high response which is a good indicator that if applied well could have quality results than autocratic leadership styles (Atieno, 2013)

In organizations, perceptions of leaders, managers and employees shape the climate and effectiveness of the working environment. Perception is the way we all interpret our experiences. It is a marvelous and difficult part of human behavior; therefore managers must realize that all individuals have differing perceptions (Otara, 2011). The study of Sa, Ehinola, & Festus (2011) investigated that teachers' perception of principals' leadership effectiveness is important salient aspects of school management. Principals should always state and discuss the mission of their schools, with the stakeholders at the beginning of each academic year and collaborate with staff and even students to prioritize the set plans for implementation. Principals should be more concern about classroom monitoring in order to enhance teaching and learning.

It is striking that the values, aspirations, qualities, achievements and ways of enacting, achieving and sustaining success are similar across all countries and all school phases, regardless of size (Day & Sammons, 2016). As identified in relation to 'teachers' training and professional development', current pedagogical skills of teachers are broadly is insufficient

for effective teaching. Similarly, subject-knowledge and classroom management skills are not consistent amongst qualified staff. The teacher and school-leader licensing process will provide an independently validated check that qualified professionals are demonstrating the competencies required to teach, manage and lead effectively (ESDP V, 2015).

Recent research shows that: the leadership that makes a difference is both position based (principal) and distributive (administrative team and teachers) but both are indirectly related to student outcomes, organizational learning or a collective teacher efficacy, is the important intervening variable between leadership and teacher work and then student outcomes, leadership contributes to organizational learning which in turn influences what happens in the core business of the school, the teaching and learning. It influences the way students perceive teachers organize and conduct their instruction, and their educational interactions with, and expectations for, their students, pupils' positive perceptions of teachers' work directly promote participation in school, academic self-concept and engagement with school and pupil participation is directly and pupil engagement indirectly (through retention) related to academic achievement. It is shown that there is a growing shortage of school leaders and a suggestion, but little evidence, of a declining quality of candidates for school leadership positions (Bill, 2003). Successful school leadership is the way in which leaders apply leadership practices, rather than the actual practices themselves, that demonstrates their ability to respond to the context in which they work (Day & Sammons, 2016).

1.2 Statement of the problem

Today, improving school leadership ranks high on the list of priorities for school reform (Harvey, 2013). Consequently, effective educational leadership makes a difference in improving learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). The capacity to plan, manage and monitor the education system demands knowledge and skill in collecting, processing, analyzing and managing educational information at all levels of the system. Weak capacities in strategic planning and management, policy making, implementation, monitoring and evaluation hamper the education system. In Ethiopian case, currently the leadership capacity of principals is generally weak and limited at school levels (MoE, 2018).

The principal's role is to promote academic performance. The success or failure of a school is usually attributed to the principals' effectiveness. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to students'

achievement and the principal's leadership is one factor determining that success (Ausato, 2012). Therefore it is important that the performance of a school is appraised against the performance of the person who leads it (Mugambi, 2015). The appointment of principals in schools should not be based on seniority or experience on the job alone but also on capability as a change agent to influence others through collaborative problem solving with students, staff, and community and stake holders (Sa, Ehinola, & Festus, 2011).

Promote professional leadership of schools and educational office at each level by introducing a diversified and multi-layered principal ship training course, organized regular seminars to strengthening the leadership and monitoring of schools, increased the transparency of schools so that parents and the public are better informed about schools' operation (Goshu & Woldeama, 2019).

According to (Dea & Basha, 2014) the implementation process of general education quality improvement plan the main challenges of schools' leadership experience were lack of support, lack of commitment, lack of incentives, lack of understanding and weak collaboration of stakeholders. For effective implementation of general education quality improvement plan, the study of emphasized teachers' empowerment via distributed leadership, establishment of incentive and reward system for implementers, arrangement of refreshing programs and diversified sources of support is important.

The public service organizations' performance highlighted a number of implementation deficiencies in terms of effectiveness, efficiency and a leadership practice has not been up to expectations (Duressa & Debela, 2014). Most of the school leadership faced great problem to accomplish their duty and responsibility especially in planning, organizing, leading and controlling different educational activities (Yohannes, 2014).

Most educational leaders experience failures, disappointment, frustration, rejection and hostility at some time during their professional lives (Fetene, 2015). The lack of a set of fundamental principles makes such reverses almost impossible to bear and may actually give rise to acute dysfunction (Day & Sammons, 2016). In bringing changes in the school systems as effective as possible, school principals may face many challenges. The divergent challenges and needs that evolved from discontinuous environmental changes including globalization introduce new trends of instruction in schools. This in turn will create challenging burden upon the effectiveness of school leaders, teachers, and students (Ahmed,

2016). Principals' leadership was likely failing states which need urgent intervention and improvement (Demozie, 2018).

Some studies have been conducted on principal's perceived leadership effectiveness and its relationship with academic achievement and related topics. Most of them have their own area of study as well as geographic boundary. The above Ethiopian researchers come up with their findings and recommendation to their respective research area. Their findings are presented in different sections of this study. None of them have dealt with on principal's perceived leadership effectiveness and its relationship with academic achievement of secondary schools in Bench Sheko Zone.

Since nobody has not been conducted a study which deals with the principals' inefficiency problems in enhancing students' academic achievement in Bench Sheko Zone. As a result, grade ten students ECSC result shows 40.7 % and 31.4 % were scored 2:00 point and above in 2010 E.C and 2011 E.C respectively (BSZEduDep, 2011). This implies principals are ineffective in enhancing students' academic achievement. In addition the (Report of Bench Sheko Zone, Education Department, 2018) narrates higher students academic achievement is gained in schools which are led by comparatively effective principals. Therefore effective principals' leadership is important to maximize students' academic achievement. Accordingly, the study is designed to answer the following basic research questions:

1. What are the current practices of school leadership in Bench Sheko Zone Selected High Schools?
2. What are the challenges of principal's leadership effectiveness in Bench Sheko Zone Selected High Schools?
3. To what extent do school leaders effective in discharging their function as instructional leaders to enhance students' academic achievement in Bench Sheko Zone Selected High Schools?
4. How does principal's leadership effectiveness affect student's academic achievement in Bench Sheko Zone Selected High Schools?
5. What does the trends of students academic performance look like in Bench Sheko Zone Selected High Schools?

1.3 Research Objective

1.4.1 General Objective

The general objective of this study was to identify the relationship between principals perceived leadership effectiveness and students academic achievement in selected secondary schools of Bench Sheko Zone Selected high schools.

1.4.2 Specific objectives

1. Measure the extent to which school leaders discharge their function as instructional leaders on students' academic achievement in Bench Sheko Zone Selected High Schools.
2. Identify the current practices of school leadership style in Bench Sheko Zone Selected High Schools.
3. To identify the factors of principal's leadership effectiveness in Bench Sheko Zone Selected High Schools.
4. To examine how principal's leadership effectiveness affect student's academic achievement in Bench Sheko Zone Selected High Schools.
5. To measure the trend of students academic performance in Bench Sheko Zone Selected High Schools.

1.4 Scope of the study

This study was conducted in Bench Sheko Zone, which is one of the Zones of the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR) that included many zonal departments. Among those departments, this research study is specifically focused on the education department on the relationship between principals perceived leadership effectiveness and students academic achievement in secondary schools in Bench Sheko Zone Selected high schools. The target populations of the study were 20 government secondary schools. This study is delimited to the level of leadership effectiveness, to identify the factors determine principal's leadership effectiveness, and to investigate how principal's leadership effectiveness affect student's academic achievement in secondary schools of Bench Sheko Zone Selected High Schools. The subjects of this study were secondary school students, teachers and principals.

1.5 Limitation of the study

The researcher has faced the following challenges during the study. Shortage of transportation to move where the sample schools are found, shortage of secondary data, time constraints were among the major challenges the researcher has faced during the study.

However the researcher was successful by using his personal efforts to find solution for the problems faced.

1.6 Significance of the Study

The finding of this study benefits education policy makers in general and it directly benefits the secondary schools in the study area in showing the major problems in school principals leadership practice. Practically the study may contribute to the advancement of knowledge on the leadership of the principal in improving the academic performance of the students. Moreover, the finding may help the principals to know their leadership effectiveness in school, the importance of involving teachers in decision making to improve students' academic achievement and some leadership factors that hinder students' academic achievement.

1.7 Conceptual Definition of Key Terms

- **Academic Achievement** is a genuine measure of student's academic performance which is measured by formative and summative examination (Aliye, 2018).
- **Effectiveness** the degree to which some thing is successful in producing desired result in Bench Sheko Zone education department (Oman, 2018).
- **Leadership effectiveness** is a leadership that has a positive influence in sharing vision, promoting professional practice, participatory decision making, delegation of authority, administration, and creating conducive organizational environment to achieve organizational goals.
- **Perception;-** is the way we all interpret our experiences. It is a marvelous and difficult part of human behavior; managers must realize that all individuals have differing perceptions (Ogara, 2011).
- **Principal:** The highest ranking administration in schools that play multiple roles in the school manager, instructional leader and the leader of school reform (Aliye, 2018).
- **School leaders:-** Refers to instructional leaders namely: supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of teaching learning and management (Gessese, 2018).
- **Student Academic achievement:-** is the extent to which a student, teacher or institution has achieved their short or long-term educational goal, commonly measured through examination or continuous assessment (Gessese, 2018).

1.9 Organization of the study

This research study was organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significances of the study, scope of the study, limitation of the study, operational definitions of key terms organization of the study. The second chapter presents the review of related literature. The third chapter deals with research design and methodology. The fourth chapter presents data analysis and interpretation. In the fifth chapter summary, conclusion and recommendations were forwarded successively.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The concept of leadership

The concepts of leadership, management and administration have been accorded different emphases over time and in different contexts (Day & Sammons, 2016). Therefore, social scientists have attempted to discover what traits abilities, behaviors, source of power, or aspects of the situation determine how well a leader is able to influence followers and accomplish task objectives. The reason why some people emerge as leaders and the determinants of the way a leader acts are other important questions that have been investigated, but the predominant concern has been leadership effectiveness (Yohannes, 2014).

At the core of most definitions of leadership are two functions: “providing direction” and “exercising influence.” Each of these functions can be carried out in different ways, and such differences distinguish many models of leadership from one another. As Yukl notes, leadership influences “...the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization (Leithwood, Louis, Anderson, & Wahlstrom, 2004). More over the secondary school leaderships are responsible for supervising the school. They must be able to offer their teachers assistance for improvement of school condition (Yohannes, 2014). The role of leadership to student achievement can be considered as well established. Instructional leadership is a product such concern by educators and public (Terfa, 2018).

2.2 Leadership theories

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. While many different leadership theories have emerged, most can be classified as Trait theories, behavioral theories, and contingency theories, are the major types (MoE, 2013).

1. **Trait theories** assume that the capacity for leadership is inherent – that leaders are born not made. The theories often identify particular personality or behavioral characteristics that are shared by leaders. According to these theories leaders are portrayed as heroic,

mythic and destined to rise to leadership when needed. People who possess those inherent qualities and traits are better suited to leadership.

2. **Behavioral theories** of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.
3. **Contingency theories** of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation. Leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective (MoE, 2013).

2.3 Leadership Effectiveness practice

Effective principals make judgments', according to their context, about the timing, selection, relevance, application and continuation of strategies that create the right conditions for effective teaching, learning and student achievement within and across broad development phases (Day & Sammons, 2016). Effective principal leadership practices improve school organization, teaching, and student achievement outcomes. These practices include framing and communicating a school's goals and mission, creating shared expectations of high performance, clarifying roles and objectives, and promoting professional development. The quality of principal leadership is the second-most influential school-based effect on student achievement (after classroom instruction) (Tosh & Doss, 2016). School leadership was the most important condition affecting teachers' willingness to remain teaching at their school. Teachers who indicated that they plan to remain teaching in their school were twice as likely to agree they work in trusting and supportive environments as (Hirsch, Sioberg, & Germuth, 2010) cited in (NASSP, 2013) .

Among the different ways of being effective principal defining the job of the principal and assistant principal is the first. So the districts need to create clear, rigorous job requirements that detail what principals and assistant principals must know and do. Providing high quality

training for principal is the one which aspiring school leaders. In other ways districts need to higher selectively only well trained candidates for principal and assistant principal jobs. Evaluating principals and giving them the on the job support they need. Accordingly districts regularly evaluate principals, assessing the behaviors of the principal. The districts then provide professional development, including mentoring, that responds to what the evaluations find for each individual (Harvey, 2013).

2.4 Factors that Affect Learning

Quality education in developing countries has identified four essential factors that will contribute significantly to improved learning outcomes. Increasing access to schooling by ensuring that tuition and other fees are low and there are quality school facilities sufficiently close to students' homes. Improving quality in schools with the right inputs and processes in place to ensure learning happens inside of the classroom. The following factors are especially important to the teaching-learning process in the classroom: appropriate curriculum and pedagogy, sufficient materials, quality formative assessment tools, sufficient quality teachers, and sufficient time in class. In addition, effective school leadership and the basic nutrition and health of students are important influences on quality education. Improving institutional funding and management practices that ensure the proper incentives are in place to support the previous three factors. Key policies and practices include they way finances flow for schooling and how those finances get disbursed to and used in schools, teacher standards and training, school construction, curriculum development, national examinations, school governance, and public oversight of education system performance (QEDC, 2008).

2.5 The basics of successful leadership

Much of the success of district and school leaders in building high performance organizations (organizations which make significantly greater than-expected contributions to student learning) depends on how well these leaders interact with the larger social and organizational context in which they find themselves. Nevertheless, evidence from district, school and non-education organizations points to three broad categories of successful leadership practices which are largely independent of such context. Such practices are “the basics” of good leadership and are necessary but not sufficient in almost all situations (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

2.6 Redefining School Leadership Roles

Supportive conditions motivate a larger leadership improvement strategy should be practiced by redefining and realizing school leadership roles and attendant authority allocations. By consider the following:

Financial supports; Many of leadership models necessitate investment in release time for teachers, mentors, or coaches to do “the work” of mentoring, coaching, leading for learning, and professional learning. Money is also needed to support other groups or individuals who guide the professional learning of these individuals.

Supportive structures; To encourage teaming and the formation of professional learning communities, changes in school schedules may be needed to ensure teachers to have the time and availability to get together, talk about their practice, or collaborate.

Contractual supports; The ability to implement some of the leadership models is impacted by union contracts, which govern various aspects of leadership activity in schools: for example, teacher leaders to be involved in supervision and evaluation of teaching staff or grant principals authority in hiring, firing, and professional development (Christopher & Michael, 2006).

2.7 Transformational leadership

This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organization; developing staff and curriculum; and involvement with the external community (Day & Sammons, 2016). Schools with higher level of transformational leadership had higher collective teacher efficiency of greater teacher commitment to school mission school community and school community partnership and higher student achievement. Increasing of the transformational leadership practice in schools makes small but partially important to contribution to over all student achievement (Dea & Basha, 2014). Transformational leadership has traditionally emphasized vision and inspiration, pedagogical leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching (Day & Sammons, 2016).

The full range of leadership introduces four elements of transformational leadership

Individualized Consideration the degree to which the leader attends to each follower's needs, acts as a mentor, coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places

challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks. **Intellectual Stimulation** – the degree, to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks. **Inspirational Motivation** the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities. **Idealized Influence** – Provides a role model for high ethical behavior, instills pride, gains respect and trust (MoE, 2013).

2.8 Internal Efficiency and Inefficiency

There are two types of educational efficiency, as (Ebhoimen,1989) cited in(Fan, Besong, & Edu, 2013), namely internal and external efficiency. Internal efficiency of education refers to the relationship between learning achievements (outputs) and corresponding inputs used to create them. According to (Yang, 2014) it is connected with the educational wastage, because a high rate of internal efficiency decreases the educational wastage. Then students can upgrade their level. Internal efficiency has a direct relationship to the school management system. A well-managed school is more efficient than a mismanaged school. To minimize shortage of resources, (Fetene, 2015)schools' needs must be properly assessed to utilize materials and equipment economically in a way that can increase efficiency. Inefficiency can only be recognized in terms of a lower output per unit of time than the system is designed to achieve, though such a statement must be translated into educational terms if it is to have relevance: it then means the failure of children admitted to a part of the system to achieve the standards set for them. But systems differ in their mode of recognizing the achievement of objectives within established school practices. One way of institutionalizing objectives is to

construct a series of threshold levels of achievement for each grade which must be satisfied before passing to the next grade.(Brimer & Pauli, 1971)

2.9 Effective schools

Effective schools tend to be marked by a constant interchange of professional information at both a formal and informal level, and improving the ways of working that encourage teachers to work together toward shared goals (Gebrehiwet, 2011). Furthermore (Sus,2008) stated in (Yang, 2014) school management is one of the important factors that affect internal efficiency of schools. For instance the school management have an important role in improving the learning capacity of learners, because they coordinate teachers in setting standards of teaching curriculum in relevant way, and providing additional support. Effective school management depends on the efforts of a number of agencies that are interlinked. The regional or provincial office, the district office, the local community and the school staff-all play a part in the daily operation of the school. The head teacher is the pivotal link in this network and ultimately play the most crucial role in ensuring school effectiveness. This role is however, complex and demanding. It involves management of financial, human and material resources in a dynamic situation affected by many internal and external forces. This task is more difficult by the fact that these resources in our country are constantly in a short supply. The head teacher is therefore, in a difficult position, being expected to deliver "better quality" education with minimum resources. In order for the school head to perform well this complex task, he or she mobilize all the necessary resources. Regular training of school head is a free requisite to better school management and improved performance. Head teachers should promote the sprite of self evaluation with a view to enhance their performance (Nelly, 2008).

As (Hapkin et.al, 1994) emphasized in the study of (Gebrehiwet, 2011) effective schools are schools that can demonstrate student learning, allow substantial staff development time. In this schools improvement goals are sharply focused, attainable and valued by staff members. School needs guide staff, rather than standardized forms and checklists. Methods of reaching goals are often based on proven successful strategies. Effective schools have respectful and supportive relationships among administrators, teachers, support staffs and students.

2.10 School Responsibility

Schools have the responsibility to pass on to each new generation the leading values and thoughts of the society. If they fail in this task, the values of the new generation will clash

with the social realities and becomes useless to both itself and the society at large. In order to close such a generation gap, schools must enable their students to understand society's economic, ideological, and political order. Knowing that the primary mission of the school administration and teachers is to produce good and responsible citizens, they have to exert all efforts at their disposal. The values of good citizenship are not acquired only from the academic and technical subjects that students study in the classroom, but also from the “hidden” curriculum, which is transmitted through ideological inputs (Abdu & Fuseini, 2014). Regular monitoring and evaluation of instructional activities, and monitoring school progress are among the vital functions of instructional leadership. This may help to improve communication between and among school communities so as to foster the overall progress of school. Rewards and incentives are among the strategies to implement organizational goal through shaping individuals and group behavior. This should be done at a regular frequency based on the level of achievements of shared and communicated goal of school (Ahmed, 2016).

2.11 Challenges facing school Principals

The leadership responsibilities of principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership, principals, usually face a lot of challenges, stressing this point, different scholars listed different challenges that impede leadership responsibility of principals. Some of these include lack of training and Skills, lack of resource, the press of duties, the personal quality of the principal, shortage of time, the problem of limited acceptance in the nature of the school (Yohannes, 2014).

The challenges of school leadership include: ensuring consistently good teaching and learning, integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum, managing behavior and attendance, strategically managing resources and the environment, building the school as a professional learning community and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities (Day & Sammons, 2016).

The school as educational environment can be conducive for moral development and determine the character of democratic learning and acting. However, an authoritarian kind of secondary schools administration has been observed in many Ethiopian schools. This autocratic behavior is shaping the students behavior negatively. Hence, it is difficult to achieve the objectives of Civics and Ethical Education in the schools that are dominated by a

culture that does not promote dialogue, tolerance, acceptance and respect for differences, freedom of opinion and expression, equality, cooperation, or social responsibility. It is further stated that a school climate characterized by a rigid, authoritarian administrators and teachers will hinder the development of independent, responsible, and critical-thinking citizens. From this one can understand that the way that school community is treating students is hampering the effort of creating informed, active and responsible citizens (Tafese, 2018).

2.11.1 Reading and Teaching Materials Related Challenges

Achieving the objective of civics and Ethical Education is impossible without the necessary resources to carry out the necessary tasks. This leads to inefficiency and poorly implemented programs of Civics and Ethical Education. The reasons why teachers feel uncomfortable about teaching civics and Ethical Education may include lack of teaching aids, teaching materials and its sensitivity to politics. However, most of the Civics and Ethical Education teachers are not utilizing reputable news papers, others relevant and updated references, video-audio tapes, materials prepared by the teachers among the others (Kihishen, 2017).

2.11.2 Lack of Role Model Teachers

To better transmit knowledge and help to develop students' understanding and core values, teachers should have professional and ethical mandates. In addition to this, teachers should also role model for their students. However, it is common to see poorly role model and unmotivated teachers with low morale due to inadequate incentives, low respect for and status of teachers, and poor school management. This in turn, adversely affects the proper role that teachers should play in delivering quality education and shaping the behaviors of the students. Rights and love of country are key concepts for good character. The cultivation of the students' ethical conduct cannot be realized by the simple effort of Civics and Ethical Education teachers. Non-Civics and Ethical Education teachers excluded themselves from the character building of the students in schools (Worku, 2015).

Motivation is a driving force which may lead the teachers to more success. Therefore, secondary school leaders, external supervisors and PTAs in collaboration with Woreda education office ought to emphasize on teachers motivation and incentives and allocate budgets in their yearly plan for this purpose (Ararso, 2014).

2.11.3 Students discipline

Minimizing student misbehavior or disorder in the school are highly valued conditions of work which head teachers are also in a position to provide (Day & Sammons, 2016). The

management of student discipline in schools is a corporate responsibility between the principal, the teachers and parents. However, as the chief executive of the school, the principal is expected to incorporate the teachers and parents in the process of school management, and particularly in managing the discipline aspects of students. It is therefore expected that principals who involve teachers and parents in discipline management are likely to benefit higher student discipline levels compared to those who do not. Therefore, students' discipline management is an important function in school management as it affects the school climate and the ultimate outcomes of school learning (Bosire, Sang, Kiumi, & Mungai, 2009).

2.12 Administration and Content of Education

Administration of education is described in Article 3.8.4: "Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students." Thus, in accordance with the provisions of the policy, the administration of primary and secondary schools as well as junior colleges will be the responsibility of the Regions. This in itself contributes highly to the democratization of education. Thus, the people, through their own elected administrators, can direct the educational process. The policy also enables parents or their representatives to play a prominent role in the administration of the schools. As the education is linked to various development efforts, the policy encourages and allows local administrations and peoples to be actively engaged in the educational process, contribute their share in the expansion of its finance and ensure its democratization. Similarly, the organization of the educational structure enables teachers and students to be involved in the administration of education, and thus further democratize the system. The curriculum will not be one that is dominated by the political education of a given party. Nevertheless, one mission of the curriculum is to instill the worth of the National Constitution (which was formulated and ratified with popular consent and participation) in the minds of the student population (MoE, 2010).

Ethiopia needs hard-working citizens who know and respect their constitutional rights, who have the capacity to solve problems that generally have positive attitudes towards science and technology and strive to transform their country. The central mission of all educational institutions, schools, universities, vocational and technical schools, teacher training colleges

and so on is therefore to form and produce good citizens (The Education and Training Policy and Its Implementation, 2002).

2.13 Participatory leadership

A central part of being a great leader is cultivating leadership through practice in others. It can be achieved mainly by accessing the participatory approach of leadership (Harvey, 2013). Collaboration at all levels and sharing of expertise, resources and skills can create more opportunities for educational transformation than isolated practices and institutions (Day & Sammons, 2016). Evidence suggests that teachers usually have the strongest desire to participate in decisions that most directly affect their work in the classroom (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

2.14 Moral Leadership

Morality in leadership matters a lot. The moment you accept a leadership position, you have to be prepared to be in public gaze. Your conduct needs to be impeccable. What you say and do needs to be measured. As a leader, you are accountable to the employees and to the society at large. Every word or action of a leader is watched by countless followers. The implication and impact of anything that a leader says and do can range from small to immense. Therefore, leadership should be exercised with responsibilities to take care of community moral and being extra cautious (Meresa, Tadesse, Zeray, & Haile, 2019).

2.15 Teacher Leadership

Teacher leadership is primarily concerned with developing high quality learning and teaching in schools. It has at its core a focus upon improving learning and is a mode of leadership premised upon the principles of professional collaboration, development and growth. Teacher leadership is not a formal role, responsibility or set of tasks, it is more a form of agency where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning. Teacher leaders lead within and beyond the classroom, they identify with and contribute to a community of teachers and influence others towards improved educational practice (Terfa, 2018).

Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. In contrast to traditional notions of leadership, teacher leadership is characterized by a form of collective leadership in which teachers develop expertise by working collaboratively. So for example, they may be teachers working together

on a particular aspect of the Literacy Strategy or teachers who are jointly preparing new materials and resources for a new topic area (Day & Sammons, 2016).

2.16 Professional development

It is possible to create a school learning climate in which academic achievement is highly valued by students. Shaping a climate of success involves providing multiple, visible opportunities for student to be rewarded and recognized for their academic achievement and improvement (Terfa, 2018). Effectiveness of a principal is determined by the professional norms he/she plays by having a clear vision regarding how to improve instruction and serve the students in the school. He/she is expected to provide the school with professional leadership by engaging others in the school. His/her proven engagement of others in important school activities is critical for the success of the school (Putman, 2012) as cited in (Edamo, 2018). Principals play a major role in developing a “professional community” of teachers who guide one another in improving instruction (Harvey, 2013).

2.17 Improving instruction

Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Effective principals also encourage continual professional learning. They emphasize research based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone (Harvey, 2013).

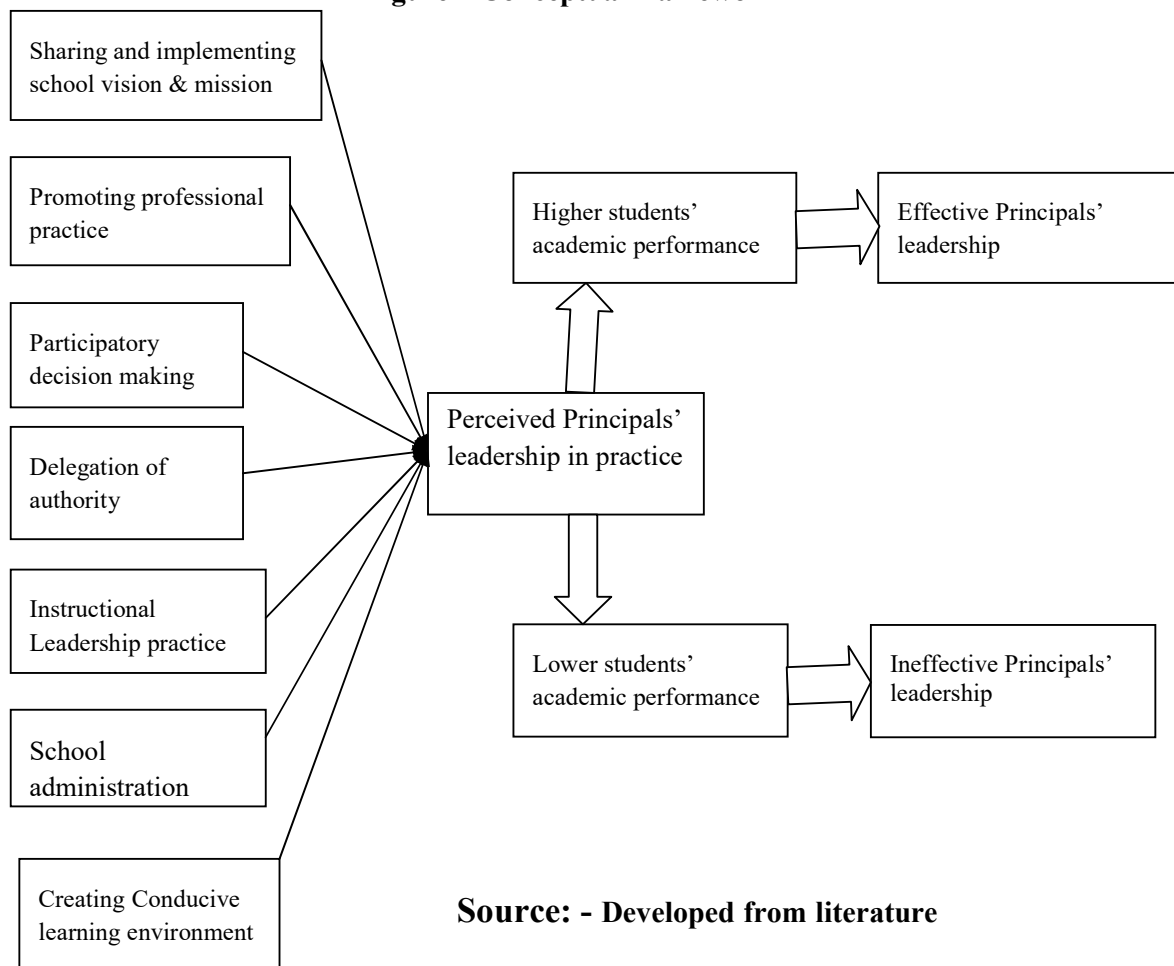
2.18 Setting school vision

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances (Day & Sammons, 2016). Researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students (Harvey, 2013). School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement. Effective head teachers provide a clear vision and sense of direction for the school. They

should focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students (Day & Sammons, 2016). Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities (Harvey, 2013). School leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions. (Day & Sammons, 2016)

2.19 Conceptual framework

Figure 1 Conceptual framework



Source: - Developed from literature

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section deals with various procedures and strategies that was useful in the study. It has focused on research design, description of the study area, target population, sampling techniques and sample size, data gathering instruments, data collection procedures, data analysis and presentation.

3.2 Research Design

This research study used both quantitative and qualitative approaches. Qualitative data was used for the purpose of triangulation. Moreover, the study was used descriptive survey. This design was used in order to measure the school leaders effectiveness in discharging their function as instructional leaders, to assess the current practices of school leadership, to identify the determinants of principal's leadership effectiveness in enhancing students' academic achievement in selected secondary high schools of Bench Sheko Zone.

3.3 Sources of Data

In this study both primary and secondary sources of data were used. The primary data for this study were principals, vice principals, supervisors, department heads and teachers who have adequate knowledge and information about the past and present conditions of the area.

Among the secondary sources of data, the researcher has reviewed report documents (CGPA of grade 10 sample schools. Furthermore reports of the sample schools were reviewed to make the study more fact based. The researcher used published and unpublished documents like books, journal articles, and reports.

3.4 Description of the Study area

This study was carried out in the recently restructured Bench Sheko Zone of the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR). Bench Sheko is bordered on the south by the ilemi Triangle, on the west by South Sudan on the northwest by the Gambela Region, on the north by Sheka, on the northeast by Keffa, and on the east by MirabOmo Zone. The Mirab Omo Zone defines much of its eastern border with Semen Omo. The administrative center of the Bench Sheko Zone is MizanTeferi. The Bench Sheko Zone has 142 kilometers of dry-weather roads, for an average road density of 22 kilometers per 1000 square kilometers. The highest point in this Zone is Mount Guraferda (2494 meters). The

Omo National Park is located on the western bank of the Omo River. The main food crops in this Zone include maize, godere (taro root), and enset, while sorghum, teff, wheat and barley are cultivated to a significant extent. Although cattle, shoats and poultry are produced in limited numbers, meat and milk are very much appreciated. Cash crops include fruits (bananas, pineapples, oranges) and spices (e.g. coriander and ginger); honey is also an important local source of income. However, coffee is the primary cash crop.(Bench Maji Zone Wikipedia, the free encyclopedia)

3.5 Dependent and independent variables

In this study there are one independent and seven dependent variables. The independent variable is students' academic performance while the dependent variables are sharing and implementing school vision & mission, promoting professional practice, Participatory decision making, Delegation of authority, Instructional Leadership practice, School administration and creating conducive learning environment.

3.6 Target Population

The target populations of this study were 20 high schools of Bench Sheko Zone. All the 618 target population of this research study were principals, vice principals, department heads, supervisors, teachers. Due to the incapability of the researcher to manage the total target population, samples were selected from total population.

3.7 Sample Size and Sampling Technique

A sample must be of the required size in order to have the required degree of accuracy in the results as well as to be able to identify any significant difference/association that may be present in the study population. Determining the minimum required sample size for achieving the main objectives of the study is of prime importance for all studies (Omair, 2014). From the total of 20 high schools found in Bench Sheko Zone the study was conducted on 6 selected high schools. The schools were selected by purposive sampling method based on their long time work experience because it is better to describe the trends of schools and principals effectiveness. The rest groups of respondents were selected by simple random sampling because it gives equal to all population included in the study.

Table 1 Population and sample Size in each woreda Sample schools

(Pop=population, Sa =Sample)

Each woreda and sample School Name	Category of respondents							
	School principal and vice Principals		Department Heads		Supervisors in woreda		Teachers	
	Po	Sam	Pop	Sa	Pop	Sa	Pop	Sam
Mizan-Aman town (Aman Secondary School)	2	1	11	4	2	1	92	45
ShekoWoreda (Sheko Secondary School)	2	1	11	4	2	1	72	36
Guraferdaworeda(BiftuMillenium Secondary School)	2	1	11	4	2	1	60	30
Semen Bench. Woreda (Genja Secondary School)	2	1	11	4	2	1	82	43
Debub Bench. Woreda (Debre work Secondary School)	2	1	11	4	2	1	102	50
Shey Bench Woreda (Shey Bench Secondary School)	2	1	11	4	2	1	120	60
Total	12	6	66	24	12	6	528	264

Table 2 Total population, sample Size, Method of sampling technique and data collection tools:

(Pop=population, Sa =Sample)

Category of respondents	Total Population and sample			Method of sampling techniques	Tools to be used to gather data
	Pop	Sa.Size in No	Sa. size in %		
School principal and vice Principals	12	6	50 %	Simple random Sampling	Interview
Supervisors	12	6	50 %	Simple Random Sampling	Interview
Department Heads	66	24	36%	Simple Random Sampling	Questionnaire
Teachers	528	264	50%	Simple Random Sampling	Questionnaire
Total	626	304	48.56%		

3.8 Data gathering instrument

3.8.1 Questionnaire

Questionnaire was the most important tool through which the primary data in this study was collected. The content of the questionnaire included semi structured questions. The reason why the researcher used semi-structured questions is to get more qualitative data to achieve the intended objectives of the research study. The questionnaire was prepared to sample respondents of 24(36%) department heads and 264(50%) teachers.

The questionnaire was designed to measure six major components of leadership, namely; promoting professional practice, participatory decisions, providing support, delegating authority, high performance expectations and setting school vision. The items was rated on 5-Point Likert-type scale ranging (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

3.8.2 Document analysis

In order to substantiate the data obtained from other sources, the researcher reviewed documents which are related to secondary School students' academic performance. Accordingly, grade 10 students' academic performance reports were analyzed. Grade 10 National examination CGPA results were summarized from record offices of the respective sample schools. The scale of CGPA of students on national examination ranges from 0 to 4 will be considered. The data collected from grade 9 and grade 10 students were analyzed to detect the principals' effectiveness in relation to students' academic achievement.

3.8.3 Interview

So long as the study focuses on current issues it has to be highly backed by primary data. This data was gathered from experts primarily from selected 6(50%) vice and deputy Principals and 6(50%) supervisors. Most of the time principals are busy by leading and managerial activities of the school. For this reason the researcher selected them to collect information from them using interview about the determining factors of principals' efficiency and about the principals' leadership effectiveness and in relation to student's academic achievement.

3.9 Data collection procedure

The primary data required for this study was collected using questionnaire, document analysis, and interview. However, before the actual data collection, several preparatory activities were carried out.

3.10 Method of Data analysis

After the important data for the study were collected, the data gathered was analyzed by using SPSS soft ware version 24. In the research study analysis descriptive statistics such as percentage and frequency counts were used to describe respondents' backgrounds. To measure the response difference between department heads and teachers the researcher was run analysis of student t-test. In computing the independent t-test mean and grand mean were used. The grade 10, students' academic performances were analyzed from CGPA of 2011 E.C year summery by using interval CGPA of 2:00 point and above 2:00 point.

3.11 Ethical consideration

Research ethics refers to the type of agreement that the researcher was entered into with his or her research participants. Ethical consideration plays a great role in most research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher was communicated with all secondary schools legally. The purpose of the study will be made clear and understandable for all participants. Any communication with the concerned bodies will be accomplished at their voluntarily agreement without harming and threatening their personal and institutional wellbeing. The identity of the respondent will be kept confidential.

3.12 Reliability

The questionnaire and interview was pilot tested on 40 individuals from non sample high schools namely, Bebeka high school and Mizan high school. The pilot result was not used for the main study. But piloting was used to ensure the clarity and sustainability of the language used in the study. As narrated, by (Wiersman, 1985) piloting is necessary way in finalizing the research instruments. Before administering the items to targets of the study participants, the reliability of the items prepared was checked. Therefore they analyze by using the Crombach Alpha method. The questionnaire items were calculated using the Crombach Alpha test and the result was calculated for each respondent group. Reliability calculated value above 0.934 which was considered to be reliable. Therefore, all of the pilot test results revealed that the calculated values aimed to test the reliability of the instruments was found to be relevant to measure the claims they want to supposed to measure.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is divided into three parts, where the first part deals with the analysis of the background characteristics of respondents. The second part deals with the analysis of data collected on current practice of principals sharing school vision and objective, participatory decision making, principals' delegation of authority, promoting professional practice in the school and instructional leadership competencies needed from school principals. At the third section, analysis of document review to show the current students performance from woreda education office and zone education department annual reports.

Table 3 Background characteristics of respondents

No	Background items		Frequency	Valid %
1.	Respondent group	Department head	24	9.0
		Teacher	264	91.0
		Total	288	100
2.	Sex of the respondent	Male	197	68.3
		Female	91	31.7
		Total	288	100
3.	Age of respondent	Below 25 years old	52	18.1
		Between 25-35 years old	127	44.1
		Between 36 - 40 years old	81	28.1
		Above 40 years old	28	9.7
		Total	288	100
4.	Educational status	Diploma holder	65	22.6
		Degree holder	186	64.6
		Masters holder	37	12.8
		Total	288	100
5.	Work Experience	One – three years	23	8.0
		Four – six years	126	43.8
		Seven – ten years	122	42.4
		Above eleven years	17	5.9
		Total	288	100

Table 3 shows two respondent groups were participated in the study. Hence, 24(9%) department heads and 264(91%) of teachers were participated in responding to the questionnaire. As indicated in table 3 item 2 the majority 197(68.3%) are males while 91(31.7%) are females. This implies that the teaching staff positions of the zone were male dominant.

Regarding the age distribution of the respondents in table 3 item 3, the majority 127 (44%) are between 25-35 years old, 52(18.1 %) are below 25 years old, 81(28.1%) are between 36-40 years old and 28(9.7%) are above 40 years between 30-35 years old, this indicates the majority of teachers are young.

Concerning the education level as indicated in table 3 item 4 above, the majority 186 (64.6) were degree holders, 65(22.6%) are diploma holders and the rest 37(12.8) were masters degree holders. According to MoE standard, only 37(12.8%) those who completed their masters education satisfied the profile. The remaining diploma and first degree holders are under the standard. From this one can understand most teachers education level is below the standard.

Furthermore, the interviewed, principals, vice principals and supervisors responded about their training and field of specialization. Accordingly, they have narrated as follows:-

“Most of them who assigned to lead high schools are degree and masters degree holders. The major subject they specialized was educational planning and management, school leadership, educational leadership and management which were helpful to them to be effective in their instructional leadership practice at school. Even if they are not satisfied by the current result they achieved at school the training they have got at university has maximized their managerial potential to handle disputes between school staffs, community, and students.”

Table 3 item 5 shows the work experience of the respondents. As a result, 23(8%) were one to three years, the majority 126(43.8) were four to six years, the rest 122 (42.4) were 126(43.8%) were seven to ten years and finally 17(5.9) have been worked eleven and above years work experience. This indicates the greater part of teachers have a medium level of work experience.

Table 4 Principals sharing of school vision and objective to staff and community as viewed by department heads and teachers

No	Item	Teacher N= 264		Dep't Head N=24		Independent sample t- test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	The ability of principal in providing clear school vision.	1.70	1.102	2.17	1.150	1.935	- 2.815	0.005
2.	Principals' skill in developing the school goals and objectives.	3.19	1.454	3.77	1.366	3.480	- 2.677	0.008
3.	Communicating the vision in order to have common understanding with the staff and community	2.07	1.142	2.13	0.886	2.100	-0.406	0.685
4.	Brought improvement on school vision which is perceived by the school community.	2.16	1.260	2.75	1.266	2.455	-3.075	0.002
5.	Competency in setting directions toward the implementation of School vision	3.13	1.276	3.00	0.950	3.065	0.824	0.412

Level of agreement: > = 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

Table 4 shows the responses of teachers and department heads on the principals sharing of school vision and objective to staff and community in the study area. Accordingly, table 4 item 1 shows the competency of principal in providing clear vision indicates the calculated mean value of (mean=1.7) for teachers and mean value of (mean=2.17) for department heads with grand mean value of 1.935, which is very low. This implies principals were ineffective in providing clear vision to school staff and community to be successful. Moreover the t-value (-2.815) at 95% of confidence level shows there is highly significant statistical difference between teacher and department head respondents i.e. department heads rated this item higher than that of teachers.

Item 2 presents the principals skill in developing the school mission goals and objective. Accordingly, it shows the calculated mean value of 3.19 and 3.77, teacher and department heads respectively, with grand mean value of 3.480, which is moderate. This implies principals skill in developing the school mission goals and objective is moderate while the t-test value (-2.677) at 95% confidence level confirms that there is highly significant statistical

difference between respondents i.e. department heads rated this item higher than that of teachers.

Table 4 item 3, shows the responses on principals communication with school staff and community on the vision of school in order to have common understanding with the staff and community which was rated very low with calculated mean value 2.07 and 2.13 for teachers and department heads, respectively, with a grand mean value of 2.1. This shows the communication on school vision is weak. In the same way the t-test value (-0.406) at 95% confidence level shows there is no statistical difference between respondents.

The interviewed principals, vice principals and supervisors explained about principals' competency of communicating and sharing of school vision to community and staff: Principals narrated that.

“We are highly motivated to share the community and staff members what is our schools vision and how it can be achieved. The strong challenge we faced is the staff we leading and the community perception toward the vision is interpreted in wrongly. Our staff members perceived us if achieved it is fully the business of the principal, not for the community, they said principal is kidding the staff and community to prolong his life of principal ship and to get appreciation and acceptance from political leaders. So it is difficult and takes time to convince the staff to react fully on school vision.”

Table 4, item 4 shows the improvement made by principals on school vision which is perceived by the school community rated by teachers and department head with calculated mean value of 2.16 and 2.75 teacher and department heads respectively. The grand mean value of the item was 2.455, which is very low. This implies that there are fewer improvements made by principals on school vision which is perceived by the school community. Hence the factors have very high pressure in contributing to students' academic achievement. As shown by t-test result of item 4 table 4 (.002 < .05) there is highly significant statistical difference.

Item 5 of table 4, shows the principals competency in guiding directions toward the implementation of school vision, the calculated mean value of (mean=3.13) for teacher and mean value of (mean=3.00) for department heads with the grand mean value of 3.065 is moderate. This indicates the item has a moderate contribution for school effectiveness. The t-test value (.824) at 95% confidence level confirms that there is no significant mean difference between respondents.

Table 5 Principals current participatory decisions making practice as viewed by department heads and teachers

No	Item	Teacher N= 264		Dep't Head N=24		Independent sample t-test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	Encouraging teachers to participate in decision making	2.82	1.192	2.88	1.367	2.850	-0.336	0.737
2.	Consulting teachers before making decisions pertaining to academic progress.	4.01	1.045	3.60	1.302	3.805	2.148	0.036
3.	Involve staff in making decisions on different school programme.	3.71	1.196	3.92	0.987	3.815	-1.18	0.239
4.	Involving teachers' in designing school academic programmes.	2.11	0.868	2.67	1.396	2.390	-2.800	0.007
5.	Invitation of teachers to engage in addressing administrative problems.	2.04	1.162	2.67	1.465	2.355	-2.92	0.005
6.	Teachers' participation in decision on school resource allocation and utilization.	2.57	1.422	2.60	1.512	2.585	-0.114	0.910
7.	Decisions concerning the improvement of student performance made from down to top.	2.54	1.197	2.33	0.985	2.435	1.191	0.235

Level of agreement: > = 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

As it can be seen from the above table 5 item 1, the principals support in providing opportunity for teachers to participate in decision making was rated with calculated mean value of 2.82 and 2.88 for teachers and department heads respectively with similar grand mean value of 2.850, which is moderate. This indicates there is moderate principals' support in providing opportunity for teachers to participate in decision making. But it needs more improvement in widening the opportunity to teachers to participate. But the t-test value (-0.336) at 95% confidence level shows that there is no statistical difference between respondents.

Item 2 table 5 shows principals practice in consulting teachers before making decisions pertaining to academic progress. Accordingly, it was rated with calculated mean value of 4.01 for teachers and 3.60 for department heads with the grand mean value of 3.805, which is very

high. This indicates that the principals practice in consulting teachers before making decisions pertaining to academic progress is high in the study area. Therefore in this context principals are highly consult teachers before they made decision on academic issue. The t-test value (2.148) at 95% confidence level confirms that there is significant statistical difference between teacher and department heads-because the significant level is ($0.036 < 0.05$). Hence the mean of student respondent is statistically significantly higher (4.01) than the mean of the teacher (3.60).

Concerning table 5 item 3, teachers and department heads were requested to rate the engagement of staff in making decisions on different school programme. As indicated, it was rated with calculated mean value of 3.71 and 3.92 respectively with the grand mean value of 3.815, which is very high. These points out that the staff members have low access in participation of making decisions on different school programme. As a result the effectiveness of principals become low because of there is low sense of cooperation in the school. Furthermore, the t-test value (-1.180) at 95% confidence level shows that there is no statistical difference between student and teacher respondents.

Table 5 item 4 shows the participation of teachers' in designing school academic programmes. As presented, it is rated with calculated mean value of 2.11 for teachers and 2.67for for department heads with the grand mean value of 2.390, which is very low.

This implies the participation of teachers' in designing school academic programmes has very low pressure in influencing principals effectiveness in the study area. The t-test value (-2.800) at 95% confidence level confirms that there is significant statistical difference between teacher and department heads respondents-because the significant level is ($0.007 < 0.05$). Hence the mean of department head respondent is statistically significantly higher (2.67) than the mean of the teacher (2.11).

Table 5 item 5 presents' the principal's invitation of teachers to engage in addressing administrative problems. As confirmed by teacher and department head respondents, it was rated moderate. The calculated mean value of this item was 2.04 and 2.67 for teacher and department heads respondents respectively with the grand mean value of 2.355. This indicates the invitation of teachers by principals to engage in addressing administrative problems is low. Therefore the power of the item in minimizing principals effectiveness is was high if the principal welcome teachers engaged. The t-test value (-2.922) at 95%

confidence level shows that there is highly significant statistical difference between respondents.

Item 6 table 5 shows the teachers' participation in decision on school resource allocation and utilization. The calculated mean value of 2.57 for teachers and 2.60 for department heads with the grand mean value of 2.585 is moderate. This indicates the teachers' participation in decision on school resource allocation and utilization has a moderate power of influence on effectiveness of principals of the study area. The t-test value (-.114) at 95% confidence level confirms that there is no statistical difference between teacher and department heads.

Item 7 table 5 presents the decisions concerning the improvement of student performance made from down to top. The calculated mean value of 2.54 for teachers and 2.33 for department heads with the grand mean value of 2.435 is low. This indicates the decisions concerning the improvement of student performance made not from down to top. The t-test value (0.235) at 95% confidence level confirms that there is significant statistical difference between teacher and department heads.

The interviewed principals, vice principals and supervisors explained the following about the current principals' participatory practice of leadership:

It is obvious, participatory approach is a good leadership style especially in school management and leadership. But there are certain things which need the participation of labor, finance, managerial decision, technical skills like consultation and so on. Therefore, the participation of somebody starts from what is needed to school and what he/she have to contribute? So, we participate, school community if labor force is needed, students are wrongly behaved, and so on. In the same way if finance is needed mainly investors from the community, religious institutions, NGO are currently welcomed to participate. So it can be concluded as participatory.

Table 6 Principals' delegation of authority as viewed by department heads and teachers

No	Item	Teacher N= 264		Dep't Head N=24		Independent sample t-test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	Decisions regarding school progress are made by the principal and concerned bodies in school.	3.34	1.394	3.04	1.371	3.190	1.453	0.147
2.	Delegation of powers to	2.40	0.906	1.94	0.895	2.170	3.342	0.001

	subordinates strongly exists.							
3.	Principals share school leadership roles with their teaching staff	2.78	1.334	3.37	1.428	3.075	-2.875	0.004
4.	Respects for teachers' opinions regarding school improvement exist.	3.04	1.300	3.56	1.274	3.300	-2.634	0.009

Level of agreement: > = 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

As one can observe in the above table 6 item 1, presents decisions regarding school progress are made by the principal and concerned bodies in school shows the calculated mean value is 3.34 and 3.04 for teachers and department heads respectively with the grand mean value of 3.19, which is moderate. This indicates the decisions regarding school progress are not made fully by the principal and concerned bodies in school. As a result it has reasonable contribution power in minimizing principals' leadership effectiveness. In addition the t-test value (1.453) at 95% confidence level confirms that there is no statistical difference between respondents.

With regard to table 6 item 2, delegation of powers to subordinates strongly exists, the calculated mean value of (mean=2.40) for teachers and mean value of (mean=1.94) for department heads with the grand mean value of 2.170 is very low. This indicates the practice of power delegation by principal to subordinates is low. The t-test value (3.342) at 95% confidence level confirms that there is significant statistical difference between teacher and department head respondents.

In addition, the interviewed, principals, vice principals and supervisors were explained about current principals' practice of power delegation and its effectiveness in the school system as follows:

Currently there is a practice of delegation of power from principals to subordinates in the school system. However it is not mean there is free and open delegation of power in the school system. The exercise of delegation of power takes place following certain procedural steps and requirements. Accordingly, principals delegate their subordinates who have knowledge and skill to carry out the burden based on their competency. In the school deliration of power facilitates the efficiency of the principal and the school. For example, If one of the staff member is moving to education office to his personal issue, and if the principal delegate him to solve financial cases with

finance office and the case is resolved by this deliration the cost and time was saved. So the deliration of power from principals facilitates work done, save time and money, and maximize principals efficiency.

Concerning item 3 of table 6, presents the practice of principals share of school leadership roles with their teaching staff, the calculated mean value of (mean=2.78) for teachers and mean value of (mean=3.37) for department head with the grand mean value of 3.075 is moderate. This indicates that principals share school leadership roles with their teaching staff moderately which show principals are not fully share their leadership role. The t-test value (-2.875) at 95% confidence level confirms that there is significant statistical difference between respondents.

According to table 6 item 4, presents the respects of principals for teachers' opinions regarding school improvement, the calculated mean value of 3.04 and 3.56 respectively with the grand mean value of 3.30 which is moderate. This indicates the principals are not appreciating teachers' opinions regarding school improvement. The t-test value (-2.634) at 95% confidence level confirms that there is significant statistical difference between respondents.

Table 7 Principals' Promoting professional practice in the school as viewed by department heads and teachers

No	Item	Teacher N= 264		Dep't Head N=24		Independent sample t-test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	Principals decide policy issue freely without other staffs intervention.	3.85	1.060	4.00	0.741	3.925	-1.221	0.225
2.	As academic professionals teachers freely decide on students' academic performance without other staffs intervention.	1.72	1.061	1.96	1.204	1.840	-1.479	0.140
3.	Teachers are not interfered with when making decisions that promote progress in the school.	1.72	1.075	1.87	1.189	1.795	-0.887	0.376
4.	Principals make teachers proud of concerning the subject they specialize.	3.08	1.173	3.46	0.959	3.270	- 2.198	0.029

Level of agreement: > = 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

Table 7 item1 shows the power of principals to decide policy issue freely without other staffs intervention rated (mean=3.85) for teachers and mean value of (mean=4.00) for department

heads, with the grand mean value of 3.925, which is very high. This indicates principals are free to decide policy issue freely without other staffs members intervention. The t-test value (-1.221) at 95% confidence level confirms that there is no statistical mean difference between respondents.

Regarding item 2 of table 7, presents the teachers freedom to decide on students' academic performance without other staffs intervention, the mean scores of this item were 1.72 and 1.96 respectively with a grand mean value of 1.84, which is very low. These points out teachers' are not free to decide on students' academic performance, meaning there is staffs and community intervention. The t-test value (-1.479) at 95% confidence level shows that there is no statistical difference between respondents. In addition, the interviewed, principals, vice principals and supervisors were explained about current principals' practice of power delegation and its effectiveness in the school system as follows:

In addition, the interviewed, principals, vice principals and supervisors were explained about current principals' practice in promoting professional practice in the school and the reaction of their staff:

A little bite principals are encouraging the professional practice. But it is not as such free and motivates the practice of professionalism in the school. The perception of professionalism among school staffs and school community is not good which motivates the practice by principal and the practitioners'.

Table 7 item 3 shows the teachers are not interfered with when making decisions that promote progress in the school. The mean values of this item were 1.72 and 1.87 for teachers and department heads respectively with a grand mean of 1.795, which is very low. This shows teachers are interfered. The t-test value (-.887) at 95% confidence level confirms that there is no statistical difference between respondents. The interviewed, principals, vice principals and supervisors were explained about the encouragements given by principals to teachers to come up with some new teaching approaches:

Teachers are not free and encouraged to cum up some new teaching approaches. As a result new and innovative teaching approaches are not frequently seen in the school teaching and learning experience. Teaching approaches commonly known and adapted mode of teaching which are practiced in colleges and universities are commonly practiced. Even if the principals motivate teachers to come up with innovative teaching approach teachers are not motivated and proud of by the

profession. So it is better if the government motivates the effective teachers who come with new innovative teaching approaches.

With regards to table 7 item 4, respondents were requested to rate the principals motivation for teachers proud of concerning the subject they specialized. The mean values were 3.08 and 3.46 for teachers and department respectively with a grand mean value of 3.27, which is moderate. This implies motivate teachers to proud of concerning the subject they specialized. The t-test value (-2.198) at 95% confidence level confirms that there is significant statistical difference between respondents.

Table 8 Principals’ coaching competencies in the school as viewed by department heads and teachers

No	Item	Teacher N= 264		Dep’t Head N=24		Independent sample t- test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	Principals direct teachers to use discovery and problem solving resources during teaching.	3.70	1.220	4.04	0.839	3.870	-2.425	0.017
2.	Principals help teachers to set and achieve realistic goals with regards to students’ abilities and grade level.	3.68	1.399	3.81	1.299	3.745	-0.602	0.547
3.	Principals help teachers to set appropriate lesson objectives.	2.89	1.416	3.48	1.527	3.185	-2.605	0.011
4.	Principals support teachers to develop positive attitudes to their teaching profession.	2.61	1.201	3.31	1.276	2.960	-3.790	0.001
5.	Principals mentor teachers to improve their pedagogical skills.	2.63	1.457	2.42	1.177	2.525	1.112	0.269
6.	Principals directing teachers on the use of fieldtrips and projects to improve teaching and learning.	1.96	1.313	2.31	1.435	2.135	-1.744	0.082
7.	Principals help teachers in	1.95	1.015	1.85	1.724	1.900	0.691	0.490

	improving their communication skills for effective teaching.							
8.	Principals train teachers to conduct action research to identify instructional problems.	2.41	1.553	2.00	1.414	2.205	1.756	0.080
9.	Principals give counseling service to teachers to change unethical teaching conducts.	3.04	1.522	2.77	1.078	2.905	1.565	0.121

Level of agreement: ≥ 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

According to table 8 item 1, teachers and department heads are asked to respond on direction given by principals to teachers to use discovery and problem solving resources during teaching. Consequently the mean values were 3.70 and 4.04 respectively with a grand mean value of 3.870, which is very high. This result confirms that direction was given by principals to teachers to use discovery and problem solving resources during teaching. The t-test value (-2.425) at 95% confidence level confirms that there is significant statistical difference between respondents.

Regarding table 8 of item 2, when both groups of respondents were requested to respond on principals' support teachers to set and achieve realistic goals with regards to students' abilities and grade level, the mean values were 3.68 and 3.81 respectively with a grand mean value of 3.745, which is very high. As confirmed by respondents, principals support teachers to set and achieve realistic goals. The t-test value (-0.605) at 95% confidence level shows that there is no statistical difference between respondents.

With regard to table 8 item 3, presents the support of principals given to teachers to set appropriate lesson objectives, respondents rated the mean values 2.89 and 3.48 respectively, with a grand mean value of 3.185, which is moderate. The t-test value (-2.605) at 95% confidence level confirms that there is significant statistical difference between respondents.

According to table 14 item 4, shows principals support teachers to develop positive attitudes to their teaching profession, the mean values were 2.61 and 3.31, respectively, with a grand mean value of 2.96, which is moderate. This implies principals support teachers to develop positive attitudes to their teaching profession. The t-test value (-3.790) at 95% confidence level confirms that there is significant statistical difference between respondents.

On the other hand, table 8 item 5 shows the responses of teachers and department heads respondents on the mentor service given by principals to teachers to improve their pedagogical skills. As moderately established by respondents, the calculated mean values were 2.63 and 2.42 respectively with a grand mean value of 2.525. The t-test value (1.112) at 95% confidence level confirms that there is no significant statistical mean difference between respondents.

Concerning table 8 item 6, which shows the directing service given by principals to teachers on the use of fieldtrips and projects to improve teaching and learning, the calculated mean values were 1.96 and 2.31 for teachers and department heads respondents respectively with a grand mean value of 2.135, which is very low. This indicates the directing service given by principals to teachers on the use of fieldtrips and projects to improve teaching and learning is low. Furthermore the t-test value (-1.744) at 95% confidence level shows that there is no statistical difference between respondents.

As indicated in table 8 item 7, narrates principals help teachers in improving their communication skills for effective teaching. when teachers and department head responded on parental lines, the calculated means were 1.95 and 1.85 respectively with a grand value of 1.9, which is very low. This implies the principals help of teachers in improving their communication skills for effective teaching low. The t-test value (.691) at 95% confidence level confirms that there is no significant mean difference between respondents.

Regarding table 8 item 8, shows the training given by principals to teachers to conduct action research to identify instructional problems. It was rated by teachers and department heads at 2.41 and 2.00 respectively with grand mean value of 2.205, which is rated very low. In addition the t-test value (1.756) at 95% confidence level shows that there is no statistical mean difference between respondents.

Concerning table 8 item 9, shows the counseling service given by principals to teachers to change unethical teaching conducts, respondents rated as moderately with calculated mean value of 3.04 and 2.77 for teachers and students with grand mean value of 2.905. This implies the counseling service given by principals to teachers to change unethical teaching conducts is low. The t-test value (1.565) at 95% confidence level confirms that there is no significant mean difference between respondents.

Table 9 Principals’ instructional leadership competencies in the school as viewed by department heads and teachers

No	Item	Teachers, N=270		Department Heads, N=52		Independent sample t-test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	Teachers’ load in teaching different courses	2.39	0.875	2.50	1.462	2.445	-0.548	0.586
2.	Learning in overcrowded classroom	2.93	1.258	2.56	1.056	2.745	2.000	0.046
3.	Lack of reference books	2.96	1.578	3.21	1.808	3.085	-0.954	0.344
4.	Difficulty of language of instruction	2.53	0.915	2.60	1.053	2.565	-0.442	0.659
5.	Lack of school laboratory service	3.90	1.305	3.75	0.860	3.825	1.047	0.298
6.	Lack of textbooks	2.79	1.008	2.56	1.227	2.675	1.257	0.213
7.	Inconvenience of library service time	2.51	1.149	2.85	1.334	2.68	-1.853	0.065

Level of agreement: > = 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

The above table 9 item 1 presents teachers’ workload in teaching different courses, which was rated by teachers and department head respondents producing a mean value of 2.39 for teachers and 2.50 for department heads with almost similar grand mean value of 2.445, which is very low. This reveals that there is no reasonable problem in relation to teachers’ load in teaching different courses. The t-test value (-.548) at 95% confidence level confirms that there is no significant mean difference between respondents.

Regarding table 9 item 2, respondents were asked to react on learning in overcrowded classroom, which both teacher and department head respondents rated moderately with mean values of 2.93 and 2.56 respectively and with a grand mean value of 2.745. This implies there is a reasonable class size problem in the study area. Moreover the t-test value (2.00) at 95% confidence level indicates that there is significant mean difference between respondents.

According to table 9 item 3, respondents were asked about lack of reference books, and as indicated by teachers and department heads respondents, the mean values were 2.96 for teachers and 3.21 for department heads with grand mean value of 3.085, which is moderate. This implies there is a shortage of reference books in the schools of the study area. The t-test

value (-.954) at 95% confidence level confirms that there is no statistical mean difference between respondents.

With regard to item 4, difficulty of language of instruction, it was rated moderately by teachers and department heads respondents with mean values of 2.53 and 2.60 respectively and with a grand mean value of 2.565. This finding implies students face difficulty in communicating using the language of instruction. The t-test value (-.442) at 95% confidence level indicates that there is no statistical mean difference between respondents.

According to item 5 of table 9, teacher and department heads respondents were asked to reply on lack of school laboratory service. They rated the mean scores of this item 3.90 and 3.75 respectively, which is almost parallel to the grand mean value of 3.825. This finding indicates that there is a serious problem of school laboratory service in schools of the study area. The t-test value (1.047) at 95% confidence level confirms that there is no statistical difference between respondents.

In the same way item 6 of table 9 shows the lack of textbooks, as established by teacher and department heads respondents, where the mean values of this item were 2.79 and 2.56 respectively with grand mean value of 2.675, which is moderate. This finding implies there is a scarcity of text books in schools of the study area. The t-test value (1.257) at 95% confidence level confirms that there is no significant statistical difference between respondents.

As shown in table 9 item 7, teacher and department heads responded on inconvenience of library service time, and as it is confirmed by respondents the mean values of the item were 2.51 and 2.85 respectively with a grand mean value of 2.68, which is moderate. This result indicates the library service time is not convenient to students of the study area. In addition the t-test value (-1.853) at 95% confidence level indicates that there is no statistical difference between respondents.

The interviewed principals and Vice principals and supervisors listed the following determining factors that made principals effective:

The determining factors which help principals effective is first of all his leadership quality. The rest are supportive which need his personal leadership quality. The supportive factors can be finance, physical materials, space and supportive staff and community who are eager to students' success.

Under each category we find certain exemplary lists. **Physical Materials:** under this we find the tangible resources which can help the teaching learning process. It can be measured by the availability of books, dictionaries, useful reference materials, laboratory chemicals, playing materials, and computers and so on. **Spaces:** under spaces we find the availability of class with enough size, library, playing ground, laboratory room, separated toilet for both sexes etc. **Supportive community and committed staff:** Under this we find the committed role model teachers specialized by each subject, supportive community who work hardly to school and students academic success. The shortage or scarcity of the above things made principals made principals ineffective.

Table 10 School administrative challenges that affect students' academic performance as viewed by teacher and department heads

No	Item	Teachers, N=270		Department Heads , N=52		Independent sample t-test		
		Mean	SD	Mean	SD	GM	t-value	Sig
1.	Lack of adequate reading space in libraries	2.08	0.945	2.38	0.932	2.230	-2.123	0.035
2.	Existence of conflict between school staff and students	2.29	1.488	2.48	1.350	2.385	-0.847	0.398
3.	Lack of student counseling service at school level	3.32	1.068	3.46	1.075	3.39	-0.884	0.378
4.	Assignment of less qualified teachers for the grade level	2.93	1.303	2.62	1.223	2.775	1.627	0.105
5.	Lack of instructional supervision by school principal	3.87	1.359	3.90	1.459	3.885	-0.161	0.872
6.	Frequent meetings at school that consume teachers teaching time	3.24	1.112	3.06	1.145	3.15	1.060	0.290

Level of agreement: > = 3.5 very high, 2.50 - 3.49 =Moderate, <2.5 = Very Low

Table 10 item 1 shows responses on lack of adequate reading space in libraries, as teacher and department heads respondents confirmed the mean values were 3.19 and 2.92 respectively with comparable grand mean value of 3.055, which is moderate. This indicates there is reasonably a reading space problem in libraries of the schools of the study area. The

t-test value (-2.123) at 95% confidence level confirms that there is significant statistical difference between respondents.

Concerning item 2, which presents the responses of teacher and department heads on whether conflict between school staff and students exists or not, the mean values were 2.29 and 2.48 respectively with a grand mean value of 2.385, which is very low. This finding indicates there is very low possibility of conflict between school staffs and students of the study area. In addition the t-test value (-.847) at 95% confidence level indicates that there is no statistical difference between respondents.

The interviewed principals and Vice principals narrated about the dependency of student academic performance on principals' leadership performance:

Students' academic performance is strongly dependent on principals' instructional leadership quality or performance. Effective principals who have good performance can follow innovative way of solving problems in the school such as shortage of reference books, developing team spirit between staff members, resolving conflicts, coordinating the staff, and finally build good and conducive teaching learning environment which motivates students to be encouraged to read and grasp knowledge. So, principals' good leadership quality is supportive to student academic success.

Table 10 item 3 shows lack of student counseling service at the school level. The mean values were 3.32 and 3.46 for teachers and department heads respondents respectively with grand mean value of 3.390, which is moderate. This study implies there is reasonably a lack of counseling service at the schools of the study area. The t-test value (-.884) at 95% confidence level confirms that there is no significant mean difference between respondents.

According to table 10, item 4, student and teacher respondents were asked to react on the assignment of less qualified teachers for the grade level. The respondents confirmed this with mean values 2.93 and 2.62 respectively and with almost similar grand mean value of 2.775, which reveals moderate. This indicates assignment of less qualified teachers for the grade level is a sensible problem to students academic success in schools of the study area. Furthermore the t-test value (1.627) at 95% confidence level indicates that there is no statistical difference between respondents.

Concerning item 5, respondents were requested to reply on lack of instructional supervision by school principals, producing the mean value of 3.87 for teachers and 3.90 for department heads with grand mean value of 3.885, which is very high. This indicates principals of the

study area were not fully engaged on instructional supervision. The t-test value (-.161) at 95% confidence level confirms that there is no statistical mean difference between respondents.

Item 6 of table 10 presents the responses on frequent meetings at school that consume teachers' teaching time. The mean value of 3.24 and 3.06 for teachers and department heads respectively with parallel grand mean value of 3.150 is moderate. This study implies consecutive meetings were held at school level in expense of teaching/learning time. As a result the impacts of the factor to students' academic achievement were moderate in the study area. Furthermore the t-test value (1.060) at 95% confidence level indicates that there is no statistical mean difference between respondents.

Table 11 Sample schools grade 9 enrolments and grade repetition trend

School	Enrollment					Repetition rate in percent (%)				
	2007 E.C	2008 E.C	2009 E.C	2010 E.C	2011 E.C	2007 E.C	2008 E.C	2009 E.C	2010 E.C	2011 E.C
Aman	1110	1635	2159	2903	2930	15.8	13.5	9.30	16.5	14.02
Genja	190	401	611	646	1534	5.0	1.75	5.56	26.9	4.5
D/wor	364	479	597	622	866	9.34	18.1	8.20	9.80	9.00
Shey Bench	230	397	564	349	1054	6.08	10.1	22.5	6.60	2.00
Biftu M	225	343	461	247	382	6.5	2.91	17.5	19.4	19.63
Sheko	251	282	312	338	638	6.37	12.0	15.7	18.7	24.75
Total										

Source: (Collected from school rosters of sample schools 2007 E.C -2011 E.C)

Based on the conducted document review, table 11 shows sample schools of grade 9 students' roaster, accordingly Aman High School grade 9 repetition shows 15.8, 13.5, 9.30, 16.50, 14.02 while Genja High School students grade repetition trend show 5.00, 1.75, 5.56, 26.9, 4.5 from this one can conclude the trend of grade repetition trend look ups and down from year to year. This indicates the effectiveness of principals' in students academic achievement varies from year to year.

As one can observe from table 11, Guraferda high school and sheko high school have increasing trend of grade repetition. This shows principals at those schools are not effective and improving schools effectiveness in relation to students' academic performance.

In other ways, Debrework High School and Shey Bench High Schools have increasing trend at initial 2007 and 2008 E.C years then decreasing trend at 2010 and 2011 E.C years. This shows principals at those schools are improving the schools effectiveness in relation to students' academic achievement.

Table 12 Sample schools Grade 10 academic performance by CGPA from 2007E.C – 2011 E.C

ols	2007 E.C Examined			Score 2: point and above						2008 E.C Examined			Score 2: point and above					
	M	F	T	M	%	F	%	T	%	M	F	T	M	%	F	%	T	
	182	158	340	102	56	81	51.26	183	53.82	201	173	374	121	60.19	82	47.3	20	
	62	45	107	19	30	12	26.66	31	28.97	68	49	117	22	32.35	12	24.48	34	
ium	133	106	239	62	46	45	42.45	107	44.7	146	116	262	68	46.57	51	43.90	11	
	166	115	281	55	33	32	27.82	87	30.96	182	128	310	42	25.3	25	19.53	67	
	75	44	119	39	52	21	47.72	60	50.42	79	48	127	45	56.96	20	41.66	65	
	103	45	148	49	47	22	48.88	71	47.97	116	54	170	62	53.44	25	46.29	87	
	721	439	1234	326	45	213	48.51	539	43.67	792	486	1360	360	45.45	215	44.23	57	

Source: Bench Sheko Zone Education department 2011 Annual report

ols	2009 E.C Examined			Score 2: point and above						2010 E.C Examined			Score 2: point and above					
	M	F	T	M	%	F	%	T	%	M	F	T	M	%	F	%	T	
	212	184	396	124	58.49	99	53.8	223	56.31	225	96	321	125	55.50	45	46.87	17	
	74	45	119	28	37.83	15	33.33	43	36.13	84	50	134	31	36.90	13	26.00	44	
ium	161	125	286	82	50.9	61	48.80	143	50.00	166	130	296	84	50.60	67	51.53	15	
	195	133	328	72	36.93	43	32.33	115	35.00	192	141	333	62	32.29	45	31.90	10	
	81	45	126	46	56.70	19	42.22	65	51.58	98	53	151	52	53.06	22	41.50	74	
	125	58	183	66	52.8	27	46.55	93	50.81	135	65	200	68	50.30	31	47.60	99	
	848	590	1438	418	49.29	264	44.7	682	47.42	900	535	1435	422	46.88	223	41.68	64	

Source: Bench Sheko Zone Education department 2011 Annual report

Sample schools	2011 E.C Examined			Score 2: point and above					
	M	F	T	M	%	F	%	T	%
Aman	235	205	440	152	64.68	98	47.80	250	56.81
Sheko	88	53	141	25	28.40	12	22.64	37	26.24
Biftu Millenium	165	123	288	81	49.00	54	43.90	135	46.87
Genja	197	150	347	54	27.40	15	10.00	69	19.88
Debre work	102	55	157	56	54.90	20	36.36	76	48.40
Shey Bench	144	72	216	71	49.30	32	44.40	103	47.60
Total	931	658	1589	439	47.10	231	35.10	670	42.16

Source: Bench Sheko Zone Education department 2011 Annual report

Table 13 Grade 10 Students who score CGPA, 2:00 point and above (2007 E.C 2011 E.C)

Students who score 2:00 point and above & who joined preparatory in percent (%)										
Sex	2007 E.C		2008 E.C		2009 E.C		2010 E.C		2011 E.C	
	≥2:00%	Prep %	≥2:00%	Prep %	≥2:00%	Prep %	≥2:00%	Prep %	≥2:00%	Prep No
M	76.9	28.1	70.4	12.2	63.7	15.4	35.55	6.5	44.9	1544
F	57.7	29.9	62.9	16.4	55.62	14.5	25.13	5.4	35.1	1067
T	68.4	28.9	67.3	13.8	60.6	15.1	31.4	6.4	40.7	2611

Source: Bench Sheko Zone Education Department report, 2011 E.C

As one can observe from table 13, the percent of students who score 2:00 point and above was 68.4 % in 2007 E.C, 67.3 in 2008 E.C, 60.6 in 2009 E.C, 31.4 in 2010 E.C and 40.7 in 2011E.C. This shows that, the percent of students who score 2:00 point and above decreased from 2007 E.C to 2011 E.C. It indicates most principals in the school are ineffective in relation to students academic achievement. Concerning the students who join preparatory, 28.9 in 2007 E.C, 13.8 in 2008 E.C, 15.1 in 2009 E.C, 6.4 in 2010 E.C which shows decreasing trend from the year 2007 E.C to 2011 E.C. This indicates the schools internal efficiency which is the one to measure principals effectiveness in relation to students academic achievement is decreasing from year to year.

Table 14 Summary of sample schools grade 10 students' CGPA achievement trend

Sample schools	2007 E.C		2008 E.C		2009 E.C		2010 E.C		2011 E.C	
	≥ 2:point		≥ 2:point		≥ 2:point		≥ 2:point		≥ 2:point	
	Total	%	T	%	T	%	T	%	T	%
Aman H.School	183	53.82	203	54.29	223	56.31	170	52.95	250	56.81
Genja H.School	87	30.96	67	21.60	115	35.00	107	32.13	69	19.88
Debre work H.School	60	50.42	65	51.18	65	51.58	74	49.00	76	48.40
Shey Bench H.School	71	47.97	87	51.17	93	50.81	99	49.50	103	47.60
Biftu M. H.School	107	44.7	119	45.41	143	50.00	151	51.00	135	46.87
Sheko H.School	31	28.97	34	29.05	43	36.13	44	32.83	37	26.24
Total	539	43.67	575	42.27	682	47.42	645	44.94	670	42.16

Source: Bench Sheko Zone Education department 2011 Annual report

The above table 14, shows the sample schools grade 10 students' CGPA achievement trend. Consequently, Aman high school students achievement ,53.83 (in 2007 E.C), 54.29 (in 2008 E.C), 56.31 (in 2009 E.C), 52.95 (in 2010 E.C) and 56.81 (in 2011 E.C). The school achievement trend shows an increasing from year to year except in 2010 E.C. From this result Aman High school principals are comparatively in a better position in improving students academic achievement from year to year. As one can understand DebreWork High school 50.42 (in 2007 E.C), 51.18 (in 2008 E.C), 51.58 (in 2009 E.C), 49.00 (in 2010 E.C) and 48.40 (in 2011 E.C) which has comparatively better achievement next to Aman High school.

As indicated in table 14 the rest four sample schools namely, Genja High School, Shey Bench High School, Biftu Milinium. High School and Sheko High School principals are in a serious inefficiency in improving students' academic achievement.

CHAPTER FIVE

5. Summery, Conclusion and Recommendation

This chapter has three major sections. In the first section the major findings of the research study were summarized. After the results of the reviewed under summery; conclusions and recommendations are forwarded.

5.1 Summary of major findings

The competency of principal in providing clear vision indicates the calculated mean value of (mean=1.7) for teachers and mean value of (mean=2.17) for department heads with grand mean value of 1.935, which is very low. This implies principals were providing clear vision to school staff and community to be successful. Pertaining to the principals' skill in developing the school mission goals and objective the calculated mean value of 3.19 and 3.77, teacher and department heads correspondingly, with grand mean value of 3.480, which is moderate. This implies principals' skill in developing the school mission goals and objective is low. Concerning the principals' communication with school staff on the vision of school in order to have common understanding with the staff and community was rated very low with calculated mean value 2.07 and 2.13 for teachers and department heads, respectively, with a grand mean value of 2.1. This shows the communication on school vision is weak.

The interviewed principals, vice principals and supervisors explained principals are highly motivated to share the community and staff members what is their school vision and how it can be achieved. The strong challenge they faced is the staff they leading and the community perception toward the vision is interpreted in wrongly. They perceived if mission objectives achieved it is the business of the principal, not for the community. The community and staff perceived principals are kidding to prolong their life of principal ship and to get appreciation and acceptance from political leaders. With reference to the improvement made by principals on school vision which is perceived by both respondent groups rated with calculated mean value of 2.16 and 2.75 teacher and department heads respectively. The grand mean value of the item was 2.455, which is very low. This implies that there are fewer improvements made by principals on school vision which is perceived by the school community. Concerning the principals competency in giving directions toward the implementation of school vision, the calculated mean value of (mean=3.13) for teacher and mean value of 3.00 for department heads with the grand mean value of 3.065 which is moderate. This indicates the item has a moderate contribution for school effectiveness. Regarding the principals' support in

providing opportunity for teachers to participate in decision making was rated with calculated mean value of 2.82 and 2.88 for teachers and department heads respectively with similar grand mean value of 2.850, which is moderate. This implies, it needs more improvement in widening the opportunity to teachers to participate.

Pertaining to the principals' practice in consulting teachers before making decisions pertaining to academic progress was rated with calculated mean value of 4.01 for teachers and 3.60 for department heads with the grand mean value of 3.805, which is very high. This indicates that the principals' practice in consulting teachers before making decisions. Concerning the engagement of staff in making decisions on different school programme, it was rated with calculated mean value of 3.71 and 3.92 respectively with the grand mean value of 3.815, which is very high. These implies the staff members have low access in participation of making decisions on different school programme. In relation to the participation of teachers' in designing school academic programmes, it is rated with calculated mean value of 2.11 for teachers and 2.67 for department heads with the grand mean value of 2.390, which is very low. This implies the participation of teachers' in designing school academic programmes has very low pressure in influencing principals' effectiveness in the study area.

Concerning the teachers' participation in decision on school resource allocation and utilization rated the calculated mean value of 2.57 for teachers and 2.60 for department heads with the grand mean value of 2.585 is moderate. This indicates it has a moderate power of influence on effectiveness of principals of the study area. The interviewed respondent groups were explained participatory approach is a good leadership style especially in school management and leadership. So, principals participate, mainly school community if labor force is needed, students are wrongly behaved, and so on. In the same way if finance is needed mainly investors from the community, NGO are currently welcomed to participate. So it can be concluded as participatory. Currently there is a practice of delegation of power from principals to subordinates in the school system. However it is not mean there is free and open delegation of power in the school system. The exercise of delegation of power takes place following certain procedural steps and requirements. Accordingly, principals delegate their subordinates who have knowledge and skill to carry out the burden based on their competency. In the school delegations of power facilitates the efficiency of the principal and the school.

Regarding the practice of principals share of school leadership roles with their teaching staff, the calculated mean value of (mean=2.78) for teachers and mean value of (mean=3.37) for

department head with the grand mean value of 3.075 is moderate. Concerning the teachers freedom to decide on students' academic performance without other staffs intervention, the mean scores of this item were 1.72 and 1.96 respectively with a grand mean value of 1.84, which is very low. This implies teachers' are not free to decide on students' academic performance, meaning there is staffs and community intervention. The interviewed, principals, vice principals and supervisors were explained principals are encouraging the professional practice. But it is not as such free and motivates the practice of professionalism in the school. The perception of professionalism among school staffs and school community is not good which motivates the practice by principal and the practitioners'. The interviewed respondents' narrated teachers are not free and encouraged to cum up with new teaching approaches. As a result new and innovative teaching approaches are not frequently seen in the school teaching and learning experience. Teaching approaches commonly known and adapted mode of teaching which are practiced in colleges and universities are commonly practiced.

Concerning the teachers' workload in teaching different related subjects, which was rated by teachers and department head respondents producing a mean value of 2.39 for teachers and 2.50 for department heads with almost similar grand mean value of 2.445, which is very low. This reveals that there is no reasonable problem in relation to teachers' load in teaching different courses. Regarding table 9 item 2, respondents were asked to react on learning in overcrowded classroom, which both teacher and department head respondents rated moderately with mean values of 2.93 and 2.56 respectively and with a grand mean value of 2.745. This implies there is a reasonable class size problem in the study area. Furthermore respondents were asked about lack of reference books, and as indicated by teachers and department heads respondents, the mean values were 2.96 for teachers and 3.21 for department heads with grand mean value of 3.085, which is moderate. This implies there is a shortage of reference books in the schools of the study area. In the same way item 6 of table 9 shows the lack of textbooks, as established by teacher and department heads respondents, where the mean values of this item were 2.79 and 2.56 respectively with grand mean value of 2.675, which is moderate. This finding implies there is a scarcity of text books in schools of the study area.

The interviewed principals and Vice principals and supervisors listed the following determining factors that made principals effective: The determining factors which help principals effective is first of all his leadership quality. The rest are supportive which need his personal leadership quality. The supportive factors can be finance, physical materials,

space and supportive staff and community who are eager to students' success. Under each category we find certain exemplary lists. Physical Materials: under this we find the tangible resources which can help the teaching learning process. It can be measured by the availability of books, dictionaries, useful reference materials, laboratory chemicals, playing materials, and computers and so on. Spaces: under spaces we find the availability of class with enough size, library, playing ground, laboratory room, separated toilet for both sexes etc. Supportive community and committed staff: Under this we find the committed role model teachers specialized by each subject, supportive community who work hard to school and students academic success. The shortage or scarcity of the above things made principals made principals ineffective.

The interviewed principals and Vice principals narrated about the dependency of student academic performance on principals' leadership performance: Students' academic performance is strongly dependent on principals' instructional leadership quality or performance. Effective principals who have good performance can follow innovative way of solving problems in the school such as shortage of reference books, developing team spirit between staff members, resolving conflicts, coordinating the staff, and finally build good and conducive teaching learning environment which motivates students to be encouraged to read and grasp knowledge. So, principals' good leadership quality is supportive to student academic success.

Respondents were requested to reply on lack of instructional supervision by school principals, producing the mean value of 3.87 for teachers and 3.90 for department heads with grand mean value of 3.885, which is very high. This indicates principals of the study area were not fully engaged on instructional supervision. Item 6 of table 10 presents the responses on frequent meetings at school that consume teachers' teaching time. The mean value of 3.24 and 3.06 for teachers and department heads respectively with parallel grand mean value of 3.150 is moderate. This study implies consecutive meetings were held at school level in expense of teaching/learning time.

Based on the conducted document review, table 11 shows sample schools of grade 9 students' roaster, accordingly Aman High School grade 9 repetition shows 15.8, 13.5, 9.30, 16.50, 14.02 while Genja High School students grade repetition trend show 5.00, 1.75, 5.56, 26.9, 4.5 from this one can conclude the trend of grade repetition trend look ups and down from year to year. This indicates the effectiveness of principals' in students academic achievement varies from year to year. Guraferda high school and sheko high school have increasing trend of grade repetition. This shows principals at those schools are not effective

and improving schools effectiveness in relation to students' academic performance. Debre work High School and Shey Bench High Schools have increasing trend at initial 2007 and 2008 E.C years then decreasing trend at 2010 and 2011 E.C years. This shows principals at those schools are improving the schools effectiveness in relation to students' academic achievement.

The percent of students who score 2:00 point and above was 68.4 % in 2007 E.C, 67.3 in 2008 E.C, 60.6 in 2009 E.C, 31.4 in 2010 E.C and 40.7 in 2011E.C. This shows that, the percent of students who score 2:00 point and above decreased from 2007 E.C to 2011 E.C. It indicates most principals in the school are ineffective in relation to students' academic achievement. Concerning the students who join preparatory, 28.9 in 2007 E.C, 13.8 in 2008 E.C, 15.1 in 2009 E.C, 6.4 in 2010 E.C which shows decreasing trend from the year 2007 E.C to 2011 E.C. This indicates the schools internal efficiency which is the one to measure principals' effectiveness in relation to students academic achievement is decreasing from year to year.

Table 14, shows the sample schools grade 10 students' CGPA achievement trend. Consequently, Aman high school students achievement ,53.83 (in 2007 E.C), 54.29 (in 2008 E.C), 56.31 (in 2009 E.C), 52.95 (in 2010 E.C) and 56.81 (in 2011 E.C). The school achievement trend shows an increasing from year to year except in 2010 E.C. From this result Aman High school principals are comparatively in a better position in improving students' academic achievement from year to year. As one can understand, DebreWork High school 50.42 (in 2007 E.C), 51.18 (in 2008 E.C), 51.58 (in 2009 E.C), 49.00 (in 2010 E.C) and 48.40 (in 2011 E.C) which has comparatively better achievement next to Aman High school. The rest four sample schools namely, Genja High School, Shey Bench High School, Biftu Milinium. High School and Sheko High School principals are in a serious inefficiency in improving students' academic achievement.

5.2 Conclusions

Based on the findings obtained, the following major conclusions are drawn.

- Regarding the education level, 65(22.6%) are diploma holders, the majority 186 (64.6) were degree holders and the rest 37(12.8) were masters degree holders.
- The competency of principal in providing clear vision indicates the calculated mean value of (mean=1.7) for teachers and mean value of (mean=2.17) for department heads with grand mean value of 1.935, which is very low. This implies principals were providing clear vision to school staff and community to be successful.

- Concerning the principals skill in developing the school mission goals and objective the calculated mean value of 3.19 and 3.77, teacher and department heads respectively, with grand mean value of 3.480, which is moderate. This implies principals' skill in developing the school mission goals and objective is low.
- Pertaining to the principals' communication with school staff and community on the vision of school in order to have common understanding with the staff and community which was rated very low with calculated mean value 2.07 and 2.13 for teachers and department heads, respectively, with a grand mean value of 2.1. This shows the communication on school vision is weak.
- The interviewed principals, vice principals and supervisors explained principals are highly motivated to share the community and staff members what is their school vision and how it can be achieved. The strong challenge they faced is the staff they leading and the community perception toward the vision is interpreted in wrongly. They perceived if mission objectives achieved it is the business of the principal, not for the community. The community and staff perceived principals are kidding to prolong their life of principal ship and to get appreciation and acceptance from political leaders.
- Concerning the improvement made by principals on school vision which is perceived by both respondent groups rated with calculated mean value of 2.16 and 2.75 teacher and department heads respectively. The grand mean value of the item was 2.455, which is very low. This implies that there are fewer improvements made by principals on school vision which is perceived by the school community.
- Regarding the principals' support in providing opportunity for teachers to participate in decision making was rated with calculated mean value of 2.82 and 2.88 for teachers and department heads respectively with similar grand mean value of 2.850, which is moderate. This implies, it needs more improvement in widening the opportunity to teachers to participate.
- Relating to the engagement of staff in making decisions on different school programme, it was rated with calculated mean value of 3.71 and 3.92 respectively with the grand mean value of 3.815, which is very high. These implies the staff members have low access in participation of making decisions on different school programme.
- Concerning the participation of teachers' in designing school academic programmes, it is rated with calculated mean value of 2.11 for teachers and 2.67for for department heads with the grand mean value of 2.390, which is very low. This implies the participation of teachers'

in designing school academic programmes has very low pressure in influencing principals effectiveness in the study area.

- Concerning the teachers' participation in decision on school resource allocation and utilization rated the calculated mean value of 2.57 for teachers and 2.60 for department heads with the grand mean value of 2.585 is moderate. This indicates it has a moderate power of influence on effectiveness of principals of the study area.
- Interviewed respondent groups were explained participatory approach is a good leadership style especially in school management and leadership. So, principals participate, mainly school community if labor force is needed, students are wrongly behaved, and so on. In the same way if finance is needed mainly investors from the community, NGO are currently welcomed to participate. So it can be concluded as participatory.
- Currently there is a practice of delegation of power from principals to subordinates in the school system. Accordingly, principals delegate their subordinates who have knowledge and skill to carry out the burden based on their competency. In the school delegations of power facilitates the efficiency of the principal and the school.
- With reference to the practice of principals share of school leadership roles with their teaching staff, the calculated mean value of (mean=2.78) for teachers and mean value of (mean=3.37) for department head with the grand mean value of 3.075 is moderate.
- Principals in the study area are encouraged for professional practice. While The interviewed respondents' narrated teachers are not free and encouraged to cum up with new teaching approaches.
- Concerning the teachers' workload in teaching different courses, which was rated by teachers and department head respondents producing a mean value of 2.39 for teachers and 2.50 for department heads with almost similar grand mean value of 2.445, which is very low. This reveals that there is no reasonable problem in relation to teachers' load in teaching different courses.
- Regarding table 9 item 2, respondents were asked to react on learning in overcrowded classroom, which both teacher and department head respondents rated moderately with mean values of 2.93 and 2.56 respectively and with a grand mean value of 2.745. This implies there is a reasonable class size problem in the study area.
- According to table 9 item 3, respondents were asked about lack of reference books, and as indicated by teachers and department heads respondents, the mean values were 2.96 for teachers and 3.21 for department heads with grand mean value of 3.085, which is moderate. This implies there is a shortage of reference books in the schools of the study area.

- In the same way item 6 of table 9 shows the lack of textbooks, as established by teacher and department heads respondents, where the mean values of this item were 2.79 and 2.56 respectively with grand mean value of 2.675, which is moderate. This finding implies there is a scarcity of text books in schools of the study area.
- The interviewed principals and Vice principals and supervisors listed the following determining factors that help principals effective: The first determining factor is principals leadership quality and commitment, the rest are supportive which need his personal leadership quality. The supportive factors can be finance, physical materials, space and supportive staff and community who are eager to students' success. Under each category we find certain exemplary lists. Physical Materials: under this we find the tangible resources which can help the teaching learning process. It can be measured by the availability of books, dictionaries, useful reference materials, laboratory chemicals, playing materials, and computers and so on. Spaces: under spaces we find the availability of class with enough size, library, playing ground, laboratory room, separated toilet for both sexes etc. Supportive community and committed staff: Under this we find the committed role model teachers specialized by each subject, supportive community who work hardly to school and students academic success. The shortage or scarcity of the above things made principals made principals ineffective.
- The interviewed principals and Vice principals narrated about the dependency of student academic performance on principals' leadership performance: Students' academic performance is strongly dependent on principals' instructional leadership quality or performance. Effective principals who have good performance can follow innovative way of solving problems in the school.
- Concerning item 5, respondents were requested to reply on lack of instructional supervision by school principals, producing the mean value of 3.87 for teachers and 3.90 for department heads with grand mean value of 3.885, which is very high. This indicates principals of the study area were fully engaged on instructional supervision.
- Based on the conducted document review, table 11 shows sample schools of grade 9 students' roaster, accordingly Aman High School grade 9 repetition shows 15.8, 13.5, 9.30, 16.50, 14.02 while Genja High School students grade repetition trend show 5.00, 1.75, 5.56, 26.9, 4.5 from this one can conclude the trend of grade repetition trend look ups and down from year to year. This indicates the effectiveness of principals' in students academic achievement varies from year to year.

- Guraferda high school and sheko high school have increasing trend of grade repetition. This shows principals at those schools are not effective and improving schools effectiveness in relation to students' academic performance.
- Debrework High School and Shey Bench High Schools have increasing trend at initial 2007 and 2008 E.C years then decreasing trend at 2010 and 2011 E.C years. This shows principals at those schools are improving the schools effectiveness in relation to students' academic achievement.
- Concerning the students who join preparatory, 28.9 in 2007 E.C, 13.8 in 2008 E.C, 15.1 in 2009 E.C, 6.4 in 2010 E.C which shows decreasing trend from the year 2007 E.C to 2011 E.C. This indicates the schools internal efficiency which is the one to measure principals effectiveness in relation to students academic achievement is decreasing from year to year.
- The above table 14, shows the sample schools grade 10 students' CGPA achievement trend, Aman high school students achievement ,53.83 (in 2007 E.C), 54.29 (in 2008 E.C), 56.31 (in 2009 E.C), 52.95 (in 2010 E.C) and 56.81 (in 2011 E.C). The school achievement trend shows an increasing from year to year except in 2010 E.C. From this result Aman High school principals are comparatively in a better position in improving students' academic achievement from year to year. As one can understand DebreWork High school 50.42 (in 2007 E.C), 51.18 (in 2008 E.C), 51.58 (in 2009 E.C), 49.00 (in 2010 E.C) and 48.40 (in 2011 E.C) which has comparatively better achievement next to Aman High school. The rest four sample schools namely, Genja High School, Shey Bench High School, Biftu Milinium. High School and Sheko High School principals are in a serious inefficiency in improving students' academic achievement.

5.3 Recommendations

Based on the findings and conclusions the following recommendations were made to improve principals perceived leadership effectiveness and students academic achievement in Bench Sheko Zone secondary schools.

- As findings show the first determining factor for the success of principals' perceived leadership is the quality and commitment of the principal. Therefore, zone education department and regional education Biro should give in service short trainings to school principals about participatory decisions making practice, delegation of authority, promoting professional practice, instructional leadership competencies, practical school based problem solving techniques.

- The physical school learning materials like books, dictionaries, useful reference materials, laboratory chemicals, computers should be made available to support the principals effort effective by enhancing students academic achievement which is in a decreasing trend from year to year.
- Conducive school environment motivates learners to follow the education actively. Therefore the concerned bodies should build standardized digital library, laboratory room, and separated toilet for both sexes.
- The students' academic problem needs a cooperated effort. Therefore students parents should play a great role by supporting, controlling and making a strong follow up of their children achievement.
- As it is presented in document review the academic achievement of the student is in a serious problem since 2007 E.C, Therefore the worda and zone education department heads and other government officials make free school principals to be fully engaged on instructional leadership and only school related activities.

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APPENDIX- I
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDY
INSTITUTE OF EDUCATION, TRAINING AND RESEARCH
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
Questionnaires to be filled by High School Department Heads and teachers

Dear respondents!

This questionnaire is designed to find out major predictors of educational wastage in selected general secondary schools of Bench Sheko Zone. The purpose of the study is purely academic and the information you filled will be kept confidentially. Hence the questionnaire prepared to secure relevant data to the study which is believed to come up with valuable recommendation for the problems observed. Therefore, your valuable support in responding to the questions raised is of a paramount important to the success of the study. Thus, you are kindly requested to complete the questionnaire carefully as your genuine, frank and timely response is vital for the success of the study.

N.B

1. There is no need to write your name.
2. Please indicate your answer by putting “x” mark in the box or by writing in the space provided.

Thank you in advance for your cooperation for filling and returning this questionnaire.

Part I Background information of the respondents

1. Woreda _____ School _____

2. Respondent group

2.1 Department head

2.2 Teacher

3. Sex

3.1 Male

3.2 Female

4. Age

4.1 Below 25 years Old

4.3 Between 36-40 years

4.2 Between 26 - 35 years

4.4 40 and above years

5.Educational

statu

- a. Diploma holder
- b. Degree holder

c. Masters holder

5. Work experience

- A. one – three years
- B. Four – six years
- C. seven – ten years
- D. Above ten years

Sharing school vision and Objective

Key: 1= Very low, 2= Low, 3= Medium, 4= High, 5= Very high

	Sharing School vision and Objectives	Very low	Low	Medium	High	Very high
1.	Competency of principal in providing clear vision					
2.	Skill in developing the school mission goals and objective					
3.	Communicating the vision in order to have common understanding with the staff and community					
4.	Brought improvement on school vision which is perceived by the school community.					
5.	Competency in setting directions toward the implementation of School vision					

I. Participatory decisions making practice

	Participatory decisions making practice	Very low	Low	Medium	High	Very high
6.	Encouraging teachers to participate in decision making					
7.	Consulting teachers before making decisions pertaining to academic progress.					
8.	Involve staff in making decisions on different school programme.					
9.	Involving teachers' in designing school academic programmes.					
10.	Invitation of teachers to engage in addressing administrative problems.					
11.	Teachers' participation in decision on school resource allocation and utilization.					
12.	Decisions concerning the improvement of student performance made from down to top.					

II. Principals delegate authority

	Delegation of authority	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
13.	Decisions regarding school progress are made by the principal and concerned bodies in school.					
14.	Delegation of powers to subordinates strongly exists.					
15.	Principals share school leadership roles with their teaching staff					
16.	Respects for teachers' opinions regarding school improvement exist.					
17.	There is free delegation of responsibilities and duties for academic progress.					

III. Promoting professional practice in the school.

	Promoting professional practice in school.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
18.	Principals decide policy issue freely without other staffs intervention.					
19.	As academic professionals teachers freely decide on students' academic performance without other staffs intervention.					

20.	Teachers are not interfered with when making decisions that promote progress in the school.					
21.	Principals make teachers proud of concerning the subject they specialize.					

IV. Instructional leadership competencies of principals as viewed by teachers and department head.

	Principals support provision	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
22.	Principals direct teachers to use discovery and problem solving resources during teaching.					
23.	Principals help teachers to set and achieve realistic goals with regards to students' abilities and grade level.					
24.	Principals help teachers to set appropriate lesson objectives.					
25.	Principals support teachers to develop positive attitudes to their teaching profession.					
26.	Principals mentor teachers to improve their pedagogical skills.					
27.	Principals directing teachers on the use of fieldtrips and projects to improve teaching and learning.					
28.	Principals help teachers in improving their communication skills for effective teaching.					
29.	Principals train teachers to conduct action research to identify instructional problems.					
30.	Principals give counseling service to teachers to change unethical teaching conducts.					

V. School based problems that affect student's academic performance

		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
31.	Teachers' loading teaching different courses					
32.	Learning in overcrowded classroom					

33.	Lack of reference books					
34.	Difficulty of language of instruction					
35.	Lack of school laboratory service					
36.	Lack of textbooks					
37.	Inconvenience of library service time					

VI. School administrative problems that affect students' academic performance

		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
38.	Lack of adequate reading space in libraries					
39.	Existence of conflict between school staff and students					
40.	Lack of student counseling service at school level					
41.	Assignment of less qualified teachers for the grade level					
42.	Lack of instructional supervision by school principal					
43.	Frequent meetings at school that consume teachers teaching time					

44. What are the determining factors to principal's leadership effectiveness in improving students' academic achievement?

45. How does principal's leadership effectiveness affect student's academic achievement?

APPENDIX- II
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDY
INSTITUTE OF EDUCATION, TRAINING AND RESEARCH
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Interview guiding question

For high School supervisors, vice and deputy Principals

Dear respondents!

This questionnaire is designed to assess the relationship between principals perceived leadership effectiveness and students academic achievement in selected secondary schools of Bench Sheko Zone Selected high schools. The purpose of the study is purely academic and the information you filled will be kept confidentially. Hence the questionnaire prepared to secure relevant data to the study which is believed to come up with valuable recommendation for the problems observed. Therefore, your valuable support in responding to the questions raised is of a paramount important to the success of the study. Thus, you are kindly requested to actively participate in this focus group discussion.

1. Have you trained in school leadership? If yes how it contribute for your success? If not how do it affect your effectiveness?
2. As a leader do principals share schools vision to their school staff members? If yes how much their staff members react towards the school vision?
3. What are the current practices of principals' school leadership? Is it participatory?
4. Do principals delegate authority to their subordinates? If yes how much you they are effective?
5. Do principals' promote professional practice in the school? If yes how do their staffs react?
6. Do principals encouraging teachers to come up with some new teaching approaches?
7. Do you think that the students' academic performance is depending on the leadership performance of principals? If yes how?
8. What are the determining factor that made principals to be effective?
9. How principal's leadership effectiveness affect students academic performance?
10. Is principals fully engaged on school leadership activities? If they are not fully engaged how principals' leadership effectiveness can be achieved in improving students' academic achievement?
11. What do you advice principals to be effective in improving students' academic achievement?