THE RELATIONSHIP BETWEEN LEADERSHIP EFFECTIVENESS AND STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF WEST WOLLEGA ZONE, OROMIA REGIONAL STATE

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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JUNE, 2021

JIMMA, ETHIOPIA

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As members of the board of examining of the final MA thesis open defense, we certify that we have read and evaluated the thesis prepared by Ebisa Chimdi under the title 'The Relationship Between Leadership Effectiveness and Students' Academic Achievement in Government Secondary Schools of west Wollega zone Oromia Regional State' and recommended that the thesis is accepted as fulfilling the thesis requirement for the degree of Master of Art in educational leadership.

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ABBREVIATIONS AND ACRONYMS

C PD ……. Continuous Professional Development

ELIP ……. English Language Improvement Programs

EMIS ……. Education Management Information System

ESDP ……. Education Sector Development Program

GEQAP……. General Education Quality Assurance Package

GEQIP……General Education Quality Improvement Program

HRD……Human Resource Development

MAP……Management and Administration Program

MDG……. Millennium Development Goals

MoE……Ministry of Education

REB……..…. Regional Education Bureau

SIP…….School Improvement Program

SNNPR ……..South Nation Nationality Peoples Region

SPSS……..Statically Package for Social Science

WEO…… Woreda Education Office

ZEO……Zone Education Office

PASDEP……. Plan for Accelerated and Sustained Development to End Poverty

ABSTRACT

The purpose of this study was to examine the relationship between leadership effectiveness and students' academic achievement in secondary schools of west Wollega zone Oromia Regional State. In order to meet the objectives of the study, correlational research design, both quantitative and qualitative research method and descriptive statistics were employed. Eight secondary schools were selected through multistage sampling technique. From these secondary schools, 187 teachers were selected through simple random sampling technique. Eight school principals were selected through census sampling technique due to their small. Both primary and secondary data were used for this study. Data gathering tools such as questionnaires, interview, and document analysis were used to collect data. Data obtained through questionnaires and document analysis was analyzed using statistical tools like mean, standard deviation, average mean, and Pearson correlation and Regression analysis. Data gathered through interview was considered to complement the questionnaires. Pearson's correlation was employed to establish the magnitude and direction of the relationship between leadership effectiveness and students' academic achievement. Accordingly, the finding of the study revealed that the overall leadership effectiveness average mean score was (M=3.58, SD=.91) that showed leadership effectiveness was satisfactory. The students' academic achievement was moderate (M=347.09, SD=36.35) in secondary schools of West Wollega zone. There is moderate statistically significant positive relationship between leadership effectiveness and students' academic achievement (r=.675, p<0.045).Setting and realizing school vision (β =.700) has greater effect on students' academic achievement. It is concluded that effective leadership is essential to improve students' academic achievement. It is also important to understand the secondary school leaders who have demonstrated effective leadership learned to do so. Setting and realizing school vision, promoting teachers' professional practice, improving teaching and learning program and developing a mechanism by which teachers share their experience impact students' academic achievement. Moreover, the results showed that the principal's effectiveness involves the teaching staff and enhances student achievement. Thus, based upon finding and conclusion, the researcher recommends that school leadership indirectly affect students' academic achievement through setting and realizing school vision, promoting teachers' professional practice and improving teaching learning programs and focus should be on the development of qualified and experienced teachers with strong school leadership effectiveness abilities to improve learning and enhance students' achievement.*

CHAPTER ONE

INTRODUCTION

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

1.1. Background of the Study

Education is recognized as the key factor of economic, social, etc. development. It is the corner stone of a country's development as crucial in producing skilled labor force that accelerates the pace of the nation's social and economic advancement. Mainly, for developing countries, where growth is essential, if the countries are to climb out of poverty, education is particularly important with this understanding. Therefore, most nations today are exerting much on expanding education (Hughes, 1999). Derebessa's (2006) empirical evidence suggests that educational investment has been one of the most important factors that contribute to economic growth in both developed and developing countries.

Currently, different countries, including Ethiopia, are strategically devising various programs to alleviating or minimizing poverty through education. Accordingly, Ethiopia has developed and has been implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP). However, ending poverty seems difficult without offering quality education to citizens.

Concerning the quality of education, Pigozzi (2008) enlightened those poor qualities frustrates efforts to use education as an effective device for economic growth and development in this age of accelerating globalization. Additionally, the country has adopted Millennium Development Goals (MDGs). These goals made educational targets as the central fuels and deriving forces for the development endeavors in the country. This in turn demands ensuring quality education in a planned and systematic manner. Hence, different intervention strategies have been planned and implemented in Ethiopia. Some of these are General Education Quality Improvement Program (GEQIP), School Improvement Programs (SIP), and English Language Improvement Programs (ELIP).

Each of these has its own sub programs. For instance, one of the components of GEQIP is Management and Administration Program (MAP) that supports the government's initiatives in strengthening the planning, management, and monitoring capacity of MoE, REBs, ZEO, and WEOs and in turn makes these organs ensure effectiveness of leadership at school level. This is because, effectiveness of schools falls at the hands of effective school leadership as assisted by the relevant stakeholders (McEwan, 2003).

The effectiveness of educational systems depends upon the professional competence of assigned leaders and the placement of efficient persons in the world of work. School leaders are regarded by many educationalists as having the center and leading role in the successful operation of teaching and leading process (McEwan 2001). It is due to these reasons that the MoE has issued school leadership as one major components of the Six General Education Quality Assurance Package (GEQAP) which was formulated in 2006 and has begun to be implemented in 2007. This implies that the school leadership is the most visible and directly accessible representative of the school and its management for the success of school functions and students' academic achievement by preparing participative plan, mobilizing resources and setting means of achieving school goals.

It is obvious that school leaders play the key role in making school leadership as effective as possible. School leaders apply different styles or skills of leadership including autocratic, democratic, laissez-faire, transactional and transformational (Stronge, 2008). Each of these styles has their own advantage and disadvantage. Moreover, the effectiveness of each style has its own best fitting contingent situations. On the other hand, effective school leaders, in applying a single style or combined leadership styles, are required to have a genuine concern for children, positive characteristics towards the empowerment of teachers as well as ability to communicate and model core values through their interactions with students and teachers (MoE, 2012).

Therefore, to ensure quality education at school level those who are the leaders of schools are responsible for effective learning in schools and school improvement (Beach, 2010). Leadership effectiveness measures are setting and realizing school vision, promoting teachers' professional practice and improving teaching learning programs. Effective school leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths

of colleagues to achieve the shared vision (Chance, 2012). The students' academic achievement is supported by effective leadership in schools.

Leadership effectiveness refers to a level of achievement that result in high teachers moral and attainment of students' academic achievement (Zenebe, 2012). In educational institution, particularly in secondary school leader effectiveness is seen in terms of the extent to which the students' academic achievement is attained. Bush (2008) as emphases the effectiveness of school leadership has a positive effect to enhance students' academic achievement and to make school effective.

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It is commonly measured with examinations that assess important procedural knowledge such as skills and declarative knowledge like facts which student have learnt. Accordingly, increased in learner's performance, quality teaching and learning and healthiness of school environment rely strongly on good plans and practices of school leadership (Harris, 2004).

Students' academic achievement is the acquisition of certain information or mastery of certain skills as a result of schooling (Harris, 2004). Also, academic achievement refers to students achieve satisfactory or superior levels of academic performance as they progress through and complete their learning. It is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. It can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It is the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals (Harris, 2004).

Snyder (1986: 237) recommended that school leaders particularly principals are key factors in the school's attempt to change achievement, norms and strong instructional leadership. Supporting this, Duke, et al (2006) argued that the lack of effective leadership in schools lowers students' academic achievement because the absence of quality leadership often results in ill-adapted school organization and programs. School leaders are expected to provide leadership in facilitating educators so that effective teaching takes place in accordance with the philosophy and principles of country educational policy (MoE, 2012). This is because; the success of any

organization including educational institutions depends upon the way and the leaders exercise leadership (Stronge, 2008).

Supplementing this, Nigel et al (2003) argued that effective school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to practice leadership within the school. They lead by setting and realizing school vision, managing, motivating and inspiring people. This may come through individual one-to one work with teachers, pupils, parents or governors, or through creating the thrust within an organization that encourages and enables people to play an active part in school life.

Finally, the presence of effective school leaders can directly or indirectly influence students' achievement. A school as an organization is influenced by its leadership (Andy, 2010; Nigel et al, 2003 and Philip, 2005). Effective school leaders enhance their students' academic achievement by contributing setting and realizing school vision, developing teachers' professional practices and improving teaching and learning programs. Therefore, examining the currently existing leadership effectiveness of the school leaders and students' academic achievement has been the central focus of this study.

1.2. Statement of the Problem

School leadership has become a priority in education policy agendas in a global context. It plays a great role in improving school outcomes by influencing the motivation of teachers, parents, community, and stakeholders in education (Nusche & Moorman, 2008). Leadership has today become a very complex phenomenon because of complexity of industrial, social or political organization, globalization, and technological advancement especially in information technology (Ibukum, Oyewole, & Abe, 2011). Effective Leadership may play a key role in improving educational processes and, potentially, in enhancing student academic achievement. Secondary education is the basic requirement for selection into tertiary institutions and further skills training (MOE, 1994).

The new education and training policy (MoE, 1994) applied in Ethiopia in recent years have addressed a number of issues of which the introduction of standardized students' achievement. Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of the students' academic achievement that could be because of different factors. Factors of students' achievement can be investigated in terms of variable which

is the school leaders' effectiveness. One of the most obvious aspects that influence students' academic achievement is the school leaders.

Some studies investigated on the impact of school leadership on students' academic achievement. Mascall et al (2008) while examining the relationship between distributed leadership and teacher related variables reported a significant positive correlation between its planned distributed form and teachers' academic optimism/hopefulness. Teachers' academic optimism multidimensional construct consisting of teachers' academic emphasis, collective efficacy and teachers' trust in parents and students by using the variables that potential influence of school leadership and teachers' classroom practices has been associated with positive effects on students' academic achievement by using the variables those leaders influence on instruction, creating learning organization and leading styles of leaders in school found moderate but significant indirect school leadership effects on students' academic achievement mediated by teachers' motivation (Leith wood& Mascall, 2008).

Accordingly, effective leaders must have a clear vision that shows how all components of a school will operate together. Similarly, work effectiveness of the school system requires an atmosphere of mutual trust and understanding between the school heads and their subordinates in developing school goals, creating a unity of purpose, facilitating communication, and managing instruction (Beach, 2010).

Additionally, MoE, (2002) the Education and Training Policy and its implementation supports and enforces a more decentralized educational planning and leadership whereby different stakeholders, including parents and local community, forms unity in leading the schools. This in turn made the role and work of school leaders not only wider but also deeper. They are expected to initiate and mobilize the concerned bodies both within the school and around the school.

Here, effectiveness of school leadership has direct connection with increased learners' performance, improved quality of teaching- learning processes and sustained healthy school environment (MoE, 2012). In line to the above, Hallinger and Heck (1998) suggest that school leaders are the pillars of the development of educational system especially at the second stage of educational pyramid. Today, as indicated above, the duty of the school leaders is becoming more sophisticated and complex than in previous decades. This complexity has been generated by the ever-increasing number of students, teachers, and related resources as well as due to ever

changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors. This is also requiring effective and visionary leadership of the school leaders. This again relies on the ability of the school leaders in planning, organizing, coordinating, directing and controlling the activities of the school system and achieving the goals and objectives of the organization.

Additionally, school leaders are expected to create successful, confident, creative and active teachers and students in their school (MoE, 2012). These all require an effective leadership that is supported by networks and collaborations made with a wide range of people towards best possible learning outcomes and wellbeing of all students. Besides, school leaders are also required to inspire students, internal staff and members of the community to continuously enhance the learning processes in their school (MoE, 2012). It is believed that the leadership role can affects the teaching learning process, responsibility and accountability for student development, undertaking professional development, and managing change.

Conversely, the reality on the ground has showed that school leadership has different problems particularly at secondary school. Different studies have been conducted on some of the related topics. Alemayehu (2011) study of "Educational leadership problems of government secondary school principals in East Shewa zone of Oromia Regional State" found out that the focus of the principals in their leadership activities were not in academic activities, as much of their time was spent on administrative tasks. Aklilu (2011) studied on assessment of "Instructional leadership practice in the secondary school of Sheka zone" found out that instructional leaders do not possess the necessary knowledge and skills that help them in leading the school community as they were all subject specialists. Teshale (2014), on title of Leadership effectiveness of secondary school principals in the Segen area peoples (SNNPR) the finding revealed that, "Teachers' motivation, school culture, vision, mission, and goal statements, teacher's status and powersharing'' were major findings of school leadership effectiveness. Daniel Sorato (2018) conducted the most recent research in the study of "School leadership practices of principals of secondary schools in the area KambataTembaro zone" and the study finding revealed that poor competence of principals, lack of training and sharing experience, poor school-community relationship, role diversity, lack of appropriate supervisory support, and scarcity of educational resources hinder principal' effectiveness.

Therefore, none of the researchers mentioned above conducted a study on the effectiveness of leadership in relation to students' academic achievement in the secondary schools. Moreover, there is an evidence such study has not been conducted in the Secondary schools of west wollega zone. But this study is different from these studies in area of the study, dimension and in that it emphasizes on the relation between leadership effectiveness and students' academic achievement. Additionally, the researcher currently works in one of the woredas of the zone i.e., Kondala woreda and from personal experience of the researcher serving as a teacher, and school principal for about eleven years and from different trainings and workshops at the regional, zonal as well as woreda level.

Students' academic achievement in west Wollega zone secondary schools was low (West Wollega Education Office, 2020). Complains also observed on the effectiveness of school leadership in playing their roles.eg the annual report 2012 of the zone was raised vastly how complains from community is increasing year-to-year regarding national examination cheating from each other's.

Regarding to their status, 68% of school principals who's leading the schools of the zone were subject specialists (West Wollega Education Office, 2020).

Hence, the above problems have initiated the researcher to examine the relationship between leadership effectiveness and students' academic achievement that enables the WEO, ZEO and OEB to focus and work seriously on the existing gap. To this end the following research questions were designed to guide the study.

1. To what extent school leaders contributed to set and realize school vision?
2. How does a school leader promote teachers' professional practice to enhance students' academic achievement?
3. To what extent does leadership effectiveness improve teaching and learning program to enhance students' academic achievements?
4. Which leadership effectiveness variable significantly predicts students' academic achievement?
5. Is there significant relationship between leadership and students' academic achievement?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The General objective of this study is to examine the relationship between leadership effectiveness and students' academic achievement in government secondary schools of west Wollega zone, Oromia Regional State.

1.3.2. Specific Objectives of the Study

1. To examine the extent to which school leaders contributed to set and realize school vision to enhance students' academic achievement in government secondary schools of west Wollega zone.
2. To examine the extent of school leadership effectiveness in promoting teachers' professional practice to enhance students' academic achievement in secondary schools of west Wollega zone.
3. To measure the extent of leadership effectiveness in improving the teaching and learning program to enhance students' academic achievement in government secondary schools of west Wollega zone.
4. To determine which leadership effectiveness variable significantly predict students' academic achievement in secondary schools of west wollega zone.
5. To assess if there is significant relationship between leadership effectiveness and students' academic achievement in secondary schools of west Wollega zone.

1.4. Significance of the Study

The significance of this study was used to assess the relationship between leadership effectiveness and students' academic achievement in selected government secondary schools of west Wollega zone. Thus, the results of the study would be important for the following reasons.

1. It provides information for woreda education office, zonal education department, regional education bureau, and schools to strictly follow the problems of that schools' leaders' effectiveness that may result in less students' academic achievement as when compared to policy setting.
2. It provides information the extent of association between leadership effectiveness and students' academic achievement in government secondary schools of west Wollega zone.

3. It contributes to the improvement of school stakeholders' activities for teaching and learning process to enhance students' achievement.
4. The findings also provide information and alternative suggestions for stakeholders about the relationship between school leadership effectiveness and students' academic achievement of secondary schools.

1.5. Delimitation of the Study

In order to make the study more manageable, the study was delimited to the investigation of the relationship between leadership effectiveness and students' academic achievement in selected secondary schools of west wollega zone. Conducting a study in all secondary schools of the zone is advantageous in order to have a complete picture of the effectiveness of school leaders and students' academic achievement on grade 12^{th} national examination result. However, due to time and finance constraints the study was delimited to eight (8) sample woredas and eight (8) selected secondary schools of the zone. The study was also confined only with school leadership effectiveness dimensions (Setting and realizing school vision, promoting teachers' professional practice and improving teaching and learning program) which are provided at school and effectiveness of leadership and students' achievement. In addition, it was delimited to government secondary schools (grade 9- 12) and particularly, students who took grade 12^{th} national examinations for consecutive three years (2009E.C-2011E.C) in selected secondary schools of west Wollega zone. The selection of the zone as a setting for the study was based on the researcher experience as a teacher and school principal in the zone would help him to sense the problem.

1.6. Limitation of the Study

This study did not come to end without drawbacks which may affect its qualities. A researcher planned his work to make the finding objective and effective of the factual data. This needed collection of data from concerned bodies and making references. In this case, shortage of time, budget and resources limited the study to be restricted to eight secondary schools. In addition, because of COVID-19 pandemic it was difficult to move from place to place and find the respondents to consult with in the process of data collection. Finally, above all, the security problems of the zone were so hard to move from school to school and had great affect to collect data according to the schedule. However, whatever the inconvenience was, the researcher did his

best to save the limited budget and resources in the process of data collection. In addition, the researcher used his spare time in doing this study to overcome the shortage of time.

1.7. Operational Definition of terms

Academic achievement: is the outcome of education obtained from test and national examination result.

Effectiveness: refers to a level of achievement that result in high employer moral and attainment of organizational goals.

Leadership: Refers the process of influencing the activities of a group of people by a leader in efforts towards school goal achievement.

Leadership effectiveness: The indicators which determine the outcome of leader's effectiveness (setting and realizing school vision, promoting teachers professional practice and improving teaching and learning program) and getting higher students' academic achievement within a reasonable time frame.

School leader: refers to the school principal that influence, control and monitor teaching learning activities and who take the front responsibilities of the school activities.

Secondary school: Refers to school teaching from grades 9th-12th according to Ethiopian context.

1.8. Organization of the Study

The study was organized into five chapters; the first chapter was dealt with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study, operational definition of terms and organization of the study. The second chapter presents a review of related literature and conceptual framework. The third chapter dealt with research design and methodology, sources of data, population of the study, sample size and sampling technique, data gathering tools, data collection procedures, method of data analysis, validity and reliability, and ethical consideration. The fourth chapter dealt with presentation, analysis and interpretation of data. The final chapter relates to the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

The purpose of this chapter was to provide a summary of existing literature related to the relationship between leadership effectiveness and students' academic achievement in secondary schools through different parts incorporated into this literature review and conceptual framework for this study.

2.1. The Concepts of Leadership

Leadership has diversified definitions and different authors also define leadership in different ways. For example, Yukl (1998) interpreted the concept of leadership differently and broadly. Leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement. Beare (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. It is actually difficult to achieve only one definition that is acceptable to all (Cheng, 1997). Leith wood and Riehl cited in Wossenu (2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals and it is an influence process in supporting others to work actively at the aim of shared goals or objectives.

Leadership is a broader concept where authority to lead does not reside only in one person but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008). According to Hemphill & Coons (cited in Yukl, 2008) leadership is the behavior of an individual directing the activities of a group toward a shared vision.

Leadership is an influence process in supporting others to work actively at the aim of shared goals or objectives. According to Bennis and Nanus's (as cited in Glover & Law, 2000) leadership is talents' central to highly effective leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational vision with clarity. Leadership is the process of directing, guiding and influencing followers to work willingly and cooperatively towards the achievement of a set goal (Akpan, 2011).

2.2. The Importance of Leadership

Leadership has today become a very complex phenomenon because of complexity of industrial, social or political organization, globalization, and technological advancement especially in information technology (Ibukum, Oyewole, & Abe, 2011). Effective Leadership may play a key role in improving educational processes and, potentially, in enhancing student academic achievement.

Educational practitioners have acknowledged leadership as crucially important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before Nkata, (2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved effective leadership. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt & Osborn (2000) maintained that leadership is the heart of any organization, because it determines the success or failure of the organization.

Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners' discipline and school climate. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and students' academic achievement is the only prerequisite for effective standards and school leadership is necessary to make school activities effective.

Sashkin& Sashk (2003) contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework

of institutional leadership where leadership skills are necessary for effective management and students' academic achievement. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs. Different authors were shown that effective leadership is the single most important individual that plays a vital role in the success of a school (Miller, 1995). Leith wood and Jantzi (2000) argued that effective leaders employ an indirect but powerful influence on the effectiveness of school and on the achievement of students. Bell et al. (2003) stated that effective leadership is an important factor in a school's success and students' achievement. Generally, effective school leadership is the most important individual that plays a key role for the success of the school and students' academic achievement.

2.3. Leadership in Education

A school is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here principals are prominent figures to lead the school community for improvement of students' academic achievement. The secondary school principal is a leader who is expected to possess certain qualities that will enable his/her to administer the school effectively and efficiently for the attainment of the school goals and objectives (Akpan, 2011).

Educational research on school effectiveness have recently been dominated by the concept of principals as leaders. Temesgen (2011) stated those principals' key functions effective schools in establishing goal agreement among staff and developing an institutional identity. Therefore, it is a fact that a school principal leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. Peretomode (1999) stated that leadership is critically important in school administration because of its far-reaching effects on the accomplishment of school programs, objectives and attainment of educational goals.

2.4. School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities' give their own argument. According to Ahmed (2006), the origin of principal ship can be traced back to 1515 at the time of Johann Strum of United State of America. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Ahmed (2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals.

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Ahmed (2006), this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA /BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960.s graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree, preferably in educational administration field. In addition to these, teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job

description, issued by MoE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

2.5. The concept of Effectiveness

Effectiveness is defined in different ways by different authors. However, as to Temesgen (2011), effectiveness perspective is concerned with whether the things were continuing to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes Hammond (2010).

2.6. Leadership Effectiveness

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level.

Additionally, Macbeath (2005) identified six core characteristics of effective leaders. These are: having a clear personal vision of what you want to achieve; working along with colleagues; respecting teachers' autonomy, protecting them from extraneous demands; anticipate change and prepare people for it; able to grasp the realities of the political and economic context and they are able to negotiate and compromise; informed by and communicate clear sets of personal and educational values which represent their moral purposes of the school. A school system which is

made up of departments, teaching and non-teaching staff and the students requires effective educational leaders. The work effectiveness of the school depends on the co-operation between these people and the principal (Ibukun, 2011).

Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Hammond, 2010).

2.7. School Leadership Effectiveness

All effective school leaders have a firm grasp of educational vision and purpose and can relate that vision to the regular tasks and challenges of school leadership. Bennis (1990) stated that all leaders must have the capacity to create a compelling vision, one that takes place and ability to translate the vision into reality. Effective leaders ensure that people understand and are committed to the vision throughout the organization. Zaccaro and Banks (2001) explain how communicating and implementing a vision for growth can make a crucial difference. Visions provide a frame of reference for both leaders and their followers for the strategic direction of the organization. They provide a source of empowerment that motivates followers. This comes from the values and ideology understood in the vision. The vision when communicated determines whether and how followers identify with it, their loyalty to it, and their motivation and efficacy to pursue it through strategic and tactical goals (House, 1977, Eden, 1984; Eden, 1990).

Effective leaders share responsibility with others so that others also share their skills and styles in the learning process. Therefore, leadership is separated from the person, role and status, and is primarily concerned with relationships, skill sharing, collaboration and communication among individuals. Such forms of leadership promote confidence in individuals, their colleagues and in the school (Harris, 2003).

According to Masuku (2011), leadership effectiveness means providing a decided, decisive or desired effect for the school. Kasambira also defined effectiveness as the extent to which an organization achieves the objectives for which it was established. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives effectively and efficiently using the scarce resources. In relation to this, Masuku (2011) stated that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently.

Masuku (2011) perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility. There are strong leadership of the principal, emphasis on mastery of the basic skills, a clean, orderly and secured school environment, and high teachers' expectation of pupil performance and frequent monitoring of students to assess their progress. Moreover, effective school is a school in which pupil's progress is further than might be expected from a consideration of its intake.

Hopkins &Hargreaves (1994) explained the differences between school effectiveness and school improvement. According to Hopkins and Hargreaves, school effectiveness encompasses a focus on outcomes, an emphasis on equity, the use of data for decision-making, knowledge of what is effective elsewhere, an understanding that the school is the focus of change. School improvements focus on the process, an orientation towards action and on-going development, an emphasis on school-selected priorities for development, an understanding of the importance of school culture, the importance of a focus on teaching and learning, a view of the school as the center of change. Edmond (2012) also identified five factors that contribute to school effectiveness. These are strong leadership of the principal, emphasis on mastery of the basic skills, a clean, and orderly and secured school environment, and high teacher's expectation of pupil performance and frequent monitoring of students to assess their progress.

2.8. Elements of Effective Leadership

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

2.8.1. Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie for authority granted and the organizational leadership should create conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

2.8.2. School Leaders as Change Agents

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

2.9. Dimensions of Effective school Leadership

The purpose of leadership in any organization is influencing every stakeholder of the organization towards the achievement of goals. However, organizations are differing from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed

to be crucial for the overall success of any organizations. School leadership makes a difference in student learning (Leith wood et al., 2006).

Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Macbeath (2005) identified six core characteristics of effective leaders. Such as having a clear personal vision, working along with colleagues, respecting teachers' autonomy, protecting them from extraneous demands, anticipate change and prepare people for it, able to grasp the realities of the political and economic context and they can negotiate and compromise; informed by and communicate clear sets of personal and educational values which represent their moral purposes of the school.

According to MoE (2007), some of the effectiveness measuring parameters of effective school leaders based on their achieving school objectives such as task achievements, defining school plan successfully and clearly for school communities, motivating subordinates based on school objectives, and participating stakeholders in decision making and working with the community in the school surrounding to achieve school goal.

According to Zenebe (1992), effectiveness is an expression of a given quality of performance. Effectiveness refers to a level of achievement that result in high employer moral and attainment oforganizational goals. In educational institution, particularly in secondary school, leader effectiveness is defined in terms of the extent to which strategic communities are satisfied in consistent with a cultural and interpretive view of the organization. Effective leadership contributes to setting clear school vision and school mission, teachers professional development practice, participate teachers as a leader, goal clarification to enhance students' academic achievement. In addition, an effective leader participates followers, all rounded knowledge, generous, problem solver, creative, listening skill, calm, tolerant and well understanding of the skill and competence of his followers.

Leadership effectiveness is the successful exercise of personal influence of one or more people with the aim of accomplishing organizational objectives through obtaining the followers' approval (Cooper et al., 2004). In line with this, scholars in the field of educational leadership have attempted to identify components of effective school leadership of which Leith wood and Jantzi (2010) is the one who has six components. The tool contains six major dimensions of

effective school leadership. These are: building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations and developing structures to foster participation in school decisions (Leith wood &Jantzi, 2010). The major components of effective school leadership are as follows:

2.9.1. Setting and directing school vision and goals

Researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students' academic achievements (Ekundayo, 2010). Vision is widely recognized as one of the key components of effective school leadership (Bush, 2011). Sergiovanni (2007) defines visions the "capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization". Collaboratively setting school targets can require a significant amount of effort to motivate teachers and staff. It is about defining a shared purpose as an essential stimulant for action. Specific practices in setting targets are recognized as building a shared vision, fostering the acceptance of group goals, and demonstrating high-performance expectations from students (Hallinger& Heck, 2002).

Highly effective school leaders inspire others around them by providing clear sense of purpose and direction through creating shared vision focused to academic excellence involving organizational values (Leith wood& Riehl, 2003). Besides setting higher expectations for students and teachers, effective school leaders collaborate with stakeholders in identifying and setting goals aligned with their vision of academic excellence, communicate regularly their vision and goals to the stakeholders, and monitor and assess the progress made regularly (Leith wood& Riehl, 2003; Hallinger& Heck 1992).

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

to all stakeholders by articulating “powerful images that encourage everyone’s commitment to the vision”.

Researchers suggest that effective school leaders can influence that entails five key responsibilities. These are the shaping vision of academic success for all students based on high standards, creating climate hospitable to education, cooperative spirit, and other foundations of fruitful interaction prevail, cultivating leadership in teachers and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost, managing people, data and processes to foster school improvement(Wallace Foundation, 2013).

According to Waters, et al. (2003), school leaders must lead their school through the goal setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

Setting a vision for school is an important part of being an effective school leader. Setting vision and direction are among the biggest contributors to the success of school leadership (McKinsey & Co., 2010). A ‘vision’ is a clear statement of what the school is trying to achieve so that all stakeholders’ teachers, students, their families and community members – are working together. It is about looking forward and seeking to motivate and unify everyone to achieve the very best for the students. The vision needs to capture the aims of a school in its context, and guide and inform the preparation of a school development plan for the improvement of students’ academic achievement.

A core function of effective school leadership is to create a common vision for improving students learning. Effective school leaders had a very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. These are shared widely, clearly understood and supported by all staff. They acted as a standard against which all new developments, policies or initiatives were tested.

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

2.9.2. Promote Teachers Professional Practices

Promoting and developing teachers professional learning through formal and informal learning opportunities has been regarded as one of the most significant leadership dimensions having significant impact on student teaching (Robinson, 2007, 2011). According to Robinson, "the most important reason for the effect in that direct involvement in professional learning enables leaders to learn in detail about the challenges the learning presents, and the conditions teachers require to succeed and enhance students learning and students' academic achievement.

The leadership of schools is widely recognized as having crucial importance for pupil outcomes. Indeed, it is acknowledged as being second only to classroom teaching in its influence on student learning, with the greatest impact found in schools where pupils' learning needs are the most acute (Leith wood, 2004). There is a wide range of issues relating to supporting and promoting the provision of effective leadership in schools, including those around recruitment, roles and responsibilities, retention, succession planning, governance, continuing professional development, and reward. Additionally, effective leadership shows respect for staff by treating teachers as professionals, sets a respectful tone for interaction with students, demonstrates willingness to change own practices considering new understandings, models problem solving techniques that can readily adapt for work, promotes an atmosphere of caring and trust among staff and symbolizes success and accomplishment within teacher's profession (Day,2010).

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

Effective school leadership ensure that their teachers have expertise by providing instructional support and resources necessary to excel in their profession; provide safe and orderly school environment; they are sensitive in addressing to the needs of their individual student (Leith wood, 2012; Council of Chief State School Officers,2008). Conley (1991), states that effective school leaders devote considerable time to supporting teachers in their efforts to strengthen the quality of instruction and students' academic achievement.

Effective school leaders create supportive environment in which teachers can continue to grow and improve their professional practice and significant influence on teacher learning and development in schools. As cited in (Hart & Bred son, 1996), school leaders were daily interacted with teachers, and principals help create a collective view of professional self-efficacy emphasizing how teacher learning and improved classroom practices that affect student learning. Effective school principals set high expectations for learning and for professional practice.

Helping teachers individually and collectively believe in themselves as professional is particularly important for student learning. Effective school leadership empowers teachers acknowledging their experiences, expertise, and professional autonomy all of which are essential to healthy professional learning community. As communicators, principals also provide teachers opportunities to foster meaningful dialogue around professional development. In these dialogues, principals give voice to teacher autonomy and professional decision-making in ways that build collective leadership capacity in the school to strengthen teacher learning and classroom practices.

Providing support for teacher learning and growth is also a vital role for effective school principals. Effective Principals create learning environment in which teachers can take risks, experiment with new ideas and practices, and exercise creativity. As teachers stretch their pedagogical skills, they need to know that the principal will be there to provide professional support. Teachers also look to principals as sources of professional knowledge and expertise.

Knowledge about teaching and learning, changes in school law and legislative mandates, motivation, school change, group development processes and uses of technology are substantive areas in which principals provide valuable expertise to support the school's professional learning community.

Meeting teacher professional development needs can have a positive impact on teacher satisfaction, which in turn influences the tendencies of teachers to engage in desirable pedagogical approaches, which can be seen, as a process at another level e.g., as process that influences student achievement. Professional development should also be differentiated to help meet the individual needs of teachers. Offering teachers, the option of choosing between different types of professionalization networks has proved to be effective in terms of increasing self-efficacy and affecting perceptions of the working environment (Hofman& Dijkstra, 2010). Various elements within teacher professional development might play a role in the retention of teachers and high-quality professional development, particularly in the form of mentoring or induction, may be to increasing the likelihood that teachers will remain in the profession.

Promoting professional development may also have an impact on teachers' level of job satisfaction, moreover, provide teachers with the means necessary to adapt to a continuously changing environment. According to Ma&MacMillan (1999), teachers who develop a sense of professional growth through participation in ongoing professional development may have a stronger sense of professional competence and higher job satisfaction. Professional development that includes a collaborative element can be source of support and empowerment for teachers in schools undergoing change (Harris, 2002). There could be a great connection between professional development for teachers and teachers' perception of the "strength" of their professional identity, as well as the connection between professional development and teachers' perception of their capabilities as teachers as well as their general ability effectively manage their classroom. Generally, effective school leaders have a great role to promote teacher's professional development practice to enhance students' academic achievement.

2.9.3. Offering individualized support

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

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

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

2.9.4. Demonstrating high performance expectations

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

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

2.9.5. Providing Intellectual Stimulation or motivation

School leaders should be a source of new ideas for teachers' professional learning and stimulates teachers to think about what they are doing for their students. School leaders also encourages teachers to pursue their own goals for professional learning; encourages teachers to develop professional goals consistent with school goals; encourages teachers to evaluate their practices and refine them as needed; encourages teachers to try new practices consistent with their own interests and facilitates opportunities for staff to learn from each other (Harris, 2010). Effective leaders play a special role in the celebrating of individual or group achievements because they are the most prominent personality in the organization and serve as a role model. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant and when leaders encourage their employees through recognition and celebration, they inspire them to perform Better (Kouzes & Posner, 2002).

Shin, & Zhou, (2003) described intellectual stimulation as getting followers to question the tried and-true methods of solving problems by encouraging them to improve upon those methods. Intellectual stimulation involves exciting individual's cognitive ability, so that he or she can engage independent thinking while carrying out job responsibilities (Jung, Chow, & Wu, 2003). According to Bass, & Steidlmeier (1999), intellectual stimulation encourages followers to challenge leader decisions and group processes. Shin& Zhou (2003) stated that by creating intellectual stimuli, managers can excite employees' ability to experiment with new practices and

generate ideas that can greatly influence performance. Intellectual stimulation component of transformational leadership plays a healthy and beneficial role in organizational learning (Brown and Posner, 2001).

2.9.6. Developing structures to foster participation in school decisions

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

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

According to VroomYetton and Jaggon (cited in Desalegn Gemechu, 2014), "effective leadership select the appropriate decisions set and permit the optimal participation for followers". This indicates that, even though, decision – making is an important managerial process, many decisions should be made by a member of the groups, Principals play a critical role in establishing and maintaining school participative decision– making. A decision group's leader facilitates communications between individuals and integrates the incoming response so that a united response occurs. Information about the school and work, and knowledge of the field as well as power should be shared with teachers to increase their participation by allowing them the opportunity to participate in making decision that affects their work (Gemechu, D. 2014). Teachers typically have more complete knowledge of their work management; so, if teachers participate in decision-making, decision will be made with a better pool of information. Teacher

participation is believed to give school administrators access to critical information closest to the source of many problems of schooling, namely, the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decision (Smylie et al, 1996).

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

One of the defining characteristics of good workplace is recognition of the employee's right to be involved in decisions that have a direct impact on the employee's job. Hoy and Miskel (1991) suggest the following generalization in which principals maximize the positive contribution of participative decision-making: "In order to maximize the positive contribution of shared decision-making and to minimize the negative consequences, the school administrator needs to answer the following questions: under what conditions teachers should be involved, to what extent and how should teachers be involved, how should the decision make group be constituted, what role is most effective for the principal" (p. 328). In general, the success of teachers' participative decision-making has a lot to do with the readiness of the principal to share power, and his ability to establish the processes to make participative decision-making works. Somech (2002) shares this view: "Leaders must be willing to let go of traditional authority roles," argues Somech, "not only allowing teachers to have a greater voice but helping to prepare them, providing support and establishing an environment of trust".

2.10. Characteristics of Effective School Leadership

Effectiveness is context based because it depends on the situation in which it is used and the leader acts. For the organization to be successful in achieving its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of leader. If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their levels of maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed

to the effectiveness of the certain organization is a success (Schermerhorn et al 2000). Yenenew (2012) observed that effectiveness is an expression of a given quality of achievement.

Research has documented many characteristics of that leadership must embrace. These characteristics of leading change, leading conflict, listening, empowering, leading communication, influencing and being flexible, being grounded in values/principles, being self-aware, seeking feedback, managing time, learning, understanding individual differences, and building/sustaining relationship among people (Mazukiewicz, 2011).

Effectiveness refers to a level of achievement that result in high employer moral and attainment of organizational goals. In educational institution, particularly in secondary school, leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied in consistent with a cultural and interpretive view of organization. Schermerhorn et al. (2000) contends that, a leader who can command support consistent has met the need of multiple and conflicting stake holders and has a claim to be considered a good leader and thus effective. Heresy et al. (2001) observed that successful leaders must achieve the results valued by people who have at state in their organization accomplishment. Thus, an effective leader commands the support of his or her superiors and subordinates for boosting employee morale and successful attainment of organization goals.

A characteristic of effective leaders is that they give a clear direction to their followers and lead their followers to commit to their job stand to work as a group to achieve the organization's goals and objectives (Wasim, and Imran, 2010). An effective school leader usually has a clear vision for the school and therefore can easily identify the problems and obstacles that currently stand between them and the aims of the school.

According to Jackson and Parry (2008), leadership is a process where leaders use their skills and knowledge to lead and bring a group of stakeholders in the desired direction that is relevant to their school's goals and objectives. Additionally, an effective leader that has strong leadership skills should also be in possession of certain characteristic, such as, desire, consistency, trust and vision; for only leaders who own these characteristics are able to build trust in stakeholders.

2.11. Leadership Skills

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Wossenu (2006) identified three kinds of skills as technical, human, and conceptual. An effective leader appears to rest on three personal and basic skills. Technical skill refers to the proficiency and understanding of a specific kind of activity involving process, procedure or technique and this skill is primarily concerned with working with things. Human skills are the leader's ability to work with others and build a cooperative effort with the group he/she manage, and this skill is primarily concerned with working with people. Conceptual skill simply the ability to visualize the organization as a whole and this skill enables the leader to perceive and recognize the interrelationships of various factors operating within the total organization. Additionally, the skills like communication skills and decision-making skills are very important for the effectiveness of school leadership.

2.12. The Major Roles of Principals

Principals today must serve as leaders for students learning. Research has shown that school leaders can make a difference in school and students' academic achievement if they are granted autonomy to make important decisions. They must know academic content and pedagogical techniques. They must work with teachers to strengthen their skills. They must collect, analyze and use data in ways that fuel excellence. They must really students, teachers, parents, local health, and family service agencies, youth development groups, local business and other community residents and partners around the common goal of raising student performance. In addition, they have leadership skill and knowledge to exercise the authority to pursue these strategies (Lucas and David, 2008). The school administrator performs several tasks and responsibilities in order to improve teaching and learning process. The leadership function of the school principal has two major dimensions. Such as: serve as the chief administrative officer and in school and an educational leader.

2.12.1. Being a Visionary Leader

An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision that is accepted by the staff and other stakeholders. The definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreed vision is a stimulant to work hard towards the desired common goals. Cheng (2005) also stated that anyone who is aspiring to be a good school leader need to have some sense of what she or he values; something to be committed and in relation to this, school leaders are responsible to create vision to which reflect their own school situations.

2.12.2. Goal Clarification

According to (Ubben and Huges, 1997) well-advertised goals for school and classrooms are essential. Schools those are aspiring to high performance results for the nature of the goal setting process. School principals communicate school goals or vision in many ways. Among these are communicating goals through faculty meetings and department chair meetings. They communicate them through individual meetings such as follow up conference to classroom observations. Frequently, communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. Skillful leaders address different learning needs. The function of communicating school goals refers to the ways the principal express importance of the school goals to staff, parents, and students. About the communication of school visions and goals, Hoy and Hoy (2003) explain that principals have to communicate clear vision in instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

2.12.3. Developing Widely Shared Vision

Golman et al. (2002) calls a visionary leadership style mobilizing other towards a vision. Once you have your vision, the style become even more important in keeping the vision alive and in people's mind. Developing widely shared vision refers to the practices aimed at identifying new opportunities for the school and developing, articulating and inspiring others with a vision of the future (Leith wood et al., 2004). It is based on setting directions' category of Leith wood and

his colleagues' model (Leith wood, 1994and Leith wood, Jantizi, &Steinbech, 1999). They affirmed that vision is an "avenue of influence" in school improvement. In this broad meaning, a vision enables one to see facets of school life that may otherwise be unclear, raising their importance above others. It is in fact an important element of leadership. In addition to the above, the leadership role of principals includes communicating the school vision, planning, translating the vision into reality, managing teaching and curriculum program, supervising, and motivating the school community.

2.12.4. Supporting, evaluating and developing teacher quality

All countries are seeking to close achievement gaps between low-performing and high performing schools as well as to enhance the performance of all students. In this context, scholars (Elmore, 2008; Mulford, 2003) are suggesting that an essential function of school leadership is to foster "organizational learning", that is to build the capacity of the school for high performance and continuous improvement through management of the curriculum and teaching programs, development of staff and creating the climate and conditions for collective learning.

2.13. The Influence of Leadership

2.13.1. Assisting Student learning and students' achievement

Effective school leadership makes important contributions to the improvement of student learning (Leadwood and Riehl, 2003). There are multitudes of factors that affect student learning, but only a small percentage of the variation in student learning can be accounted for by school level factors (Coleman et al., 1966). Of the identified school-level factors, quality curriculum and instruction seem to account for the greatest impact on student learning, but school leaders also have a significant impact on how students learn and students' academic achievement. While many positive effects on student learning can be directly attributed to quality curriculum and instruction, leadership effects on student achievement are of a more indirect nature (Hallinger and Heck, 1999).

School leadership influence directly affected by the principal and attributed to the overall student academic achievement success. The selection and replacement of teachers, individualist orientation, protection of instructional activities from distraction, frequent inspection of school activities, a commitment to the school improvement process on the part of all organizational members, support for teachers, and a high degree of direct involvement in instructional leadership (Scheerens & Bosker, 1997).

2.13.2. Committing to Handle School Diversity

Leith wood and Riehl analyzed that, many effective leaders in schools serving highly diverse student populations enact practices to promote school quality, equity, and social justice (Leith wood and Riehl, 2003). This analysis sheds light on the notion that not every school environment is populated with students who have always been successful in school due to student's factor. Diverse student populations call for and respond more positively to diverse leadership skills (Hallinger & Heck, 1999). These skills tend to connect with students in ways that allow them to take ownership of their own educational processes.

Principals working in schools serving diverse populations would do well to employ many of the leadership practices. Additionally, more practices for leaders to employ that have been shown positively influence student achievement in diverse situations. These leadership practices are the promotion of powerful forms of teaching and learning, the creation of strong communities within schools, the nurturing of family educational cultures, and the expansion of the social capital of students (Leith wood and Riehl, 2003).

Effective leaders in diverse educational settings place an extremely high value on the school's commitment to teaching and learning when making decisions on classroom level issues (Leith wood and Riehl, 2003). These classroom level issues are important for student achievement at any level and that success begins with the principal embodying the pursuit of organizational goals by modeling these leadership practices with teachers and students. Scheerens and Bosker concluded that the teacher's expectation for how a student will perform has proven to be the most important factor in predicting student success (1997). It makes sense that creating expectations for success on the part of the teacher would be even more critical when dealing with students who are from diverse educational and family backgrounds.

Another area of focus for leaders of schools serving diverse populations is the development of strong communities within the school. There are two important communities within the school: the community between adults and students and the professional community of teachers, administrators and other professional staff. Creating strong bonds between students and the adults they encounter at school daily is critical to student motivation (Lee, Bryk, and Smith, 1993).

Evidence also exists to show that students' achievement is positively influenced when there is a strong bond between members of the professional community on a campus (Lee, Bryk, and Smith, 1993). Component of this leadership area of developing communities within schools has to do with the actual size of the school. There is a considerable amount of research showing that smaller schools have more closely united, additional, and organize faculties. When this is the case, organizations are better suited to meet the needs of students from diverse backgrounds (Lee, Bryk, and Smith, 1993).

2.13.3. Providing Instructional and Managerial Leadership

Bass (1998) claimed that there were some leadership practices that would prove to be useful in almost any situation. These practices should be considered a minimum requirement intended to be the only tools that a principal has in his or her toolbox for providing instructional and managerial leadership to any educational organization. Research identifies three major leadership practices associated with the core leadership function of setting directions: identifying and articulating a vision, fostering the acceptance of group goals, and creating high achievement expectations for the organization (Leith wood and Riehl, 2003). The inspiration of others through a clearly identified vision is an important function of any school leader. It is also necessary that this articulated vision be intertwined with organizational values in order to foster a deep sense of commitment on the part of employees (Hallinger and Heck, 1999).

A wonderful by product of effective expectations for high achievement is that, not only do staff members understand the goals and aspirations of the organization, but they take to heart a sincere belief that they can be accomplished as well. Additional, leadership practices that can prove to be useful toward that end are monitoring organizational and student achievement, using effective communication processes, and working effectively with representatives of the school organization's environment (Leith wood and Riehl, 2003). The other basic core leadership

practices that are claimed to contribute to student achievement is developing people. Setting directions for the entire organization is an important leadership practice for any leader. The motivation and capacity for job achievement are two critical employee components for organizational success. Motivation and capacity are strongly impacted by direct experiences with those occupying formal leadership roles in the organization and organizational conditions in which they find themselves working (Lord and Mayer, 1993).

2.14. School Leadership Influence on Student Achievement

A many of studies has investigated the influence of school leadership on students' academic achievement. Mascall (2008) while examining the relationship between distributed leadership and teacher related variables reported a significant positive correlation between its planned distributed form and teachers' academic optimism. Teachers' academic optimism – a multi-dimensional construct consisting of; teachers' academic emphasis, collective efficacy and teachers' trust in parents and students - has been associated with positive effects on students' academic achievement. Leith wood and Mascall (2008) found moderate but significant indirect school leadership effects on students' academic achievement mediated by teachers' motivation. Leith wood and Mascall's results also found principals to be the most influential sources of leadership.

In an earlier study, Leith wood and Jantzi (2006) further found principal's transformational leadership having significant indirect effect on teachers' classroom practices via teachers' motivation but no effect on student achievement gain.

Possibly, because of moderate effects of leadership on students' achievement, recent studies have proposed new school and teacher level constructs that might mediate or moderate the school leadership influence mechanism. Hoy (2003) in a theoretical analysis proffers enabling school structure and mindfulness as complementary school level constructs through which school leaders may influence teachers' academic optimism and in turn students' academic achievement. Whether school structure enables or impedes achievement of school's academic goals depends on the enactment and experience of leadership in the schoolhouse (Hoy & Sweetland, 2001).

Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student achievement.Effective leadership showed a strong, positive and significant relationship to teacher job satisfaction, which in turn showed a moderate, positive, and significant relationship to school achievement progress.

2.15. Leadership and Student Academic Achievement

Effective leadership makes important contributions to the improvement of student learning (Leith wood and Riehl, 2003). A growing body of evidence underscores a significant and positive relationship between effective leadership and student learning and achievement. Leith wood et al (2004) stated that among school-related factors; leadership is second only to classroom instruction in its contribution to student learning.

A principal's leadership is critical to the achievement of students (Murphy, 1998). Huff, Lake, and Schaalman (1982) investigated the relationship between a principal's leadership and student achievement. Their findings support the suggestion that principals in high performing schools have different attributes than their counter parts in low-performing schools. They found high performing principals to be more focused and involved with change. Beare, Caldwell, and Milliken (1989), found that outstanding leadership has invariably emerged as a key characteristic of great schools. Effective leadership is a many-sided process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes (Davis, 1998).

Hallinger and Heck (1998), conducted a study exploring the relationship between leadership and student achievement for the years 1980 through 1995. Their results showed leaders have an indirect, but measurable, effect on how well students achieve in their schools. The greatest influence the principal exercised was through the development and implementation of a clear vision, a coherent mission and attainable goals. Edmonds (1979) claimed that strong leadership is one factor of school effectiveness, and this result was supported by Teddlie and String field

(2006). There is attention concerning the links between leadership and student performance and outcomes (Robinson, Lloyd, and Rowe, 2008).

2.15.1. Academic achievement

Academic achievement of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths and the nation in general. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that influence against good academic performance (Adedoyin 2013). This phenomenon has been variedly referred in literature as academic achievement, or scholastic functioning.

Academic achievement of learners has attracted attention of scholars, parents, policymakers and planners. Major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives, but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places first-class on academic achievement.

Academic achievement represents performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in instructional environments, specifically in school (Adedoyin 2013).Therefore, academic achievement should be a multi-layered construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades, average of cumulative subjects or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates (Kaplan and Saccuzzo, 2005).

All criteria have in common that they represent intellectual endeavors and thus mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by standardized assessments designed for selection purpose such as the Scholastic Assessment Test that determines whether a student will have to attend a university.

2.15.2. How countries measure student achievement

2.15.2.1. National assessments

In addition to public examinations established for purposes of selection and certification, many countries carryout regular and systematic measurement exercises designed to determine what students have learned as a result of their educational experiences. These are called national assessments. Assessments differ from public examinations in that their goal is to inform policy for the education system rather than to certify and select individuals.

They can be used for the purposes as varied as allocating scarce resources, monitoring standards, informing teaching, promoting accountability, increasing public awareness of the importance of education and political debate. National assessments typically involve the administration of achievement tests of a systematic sample of pupil, but many employ other measurements as well as questionnaires for students, teachers and parents aimed at describing the context in which learning takes place. Information on topics such as parental education, teacher preparation and levels of homework assigned can provide valuable guidance in making decisions on national education policy. Continuous monitoring of student performance over time offers a means of identifying and monitoring educational trends.

Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of greatest importance for the wealth of a nation and its prosperity. Now days in our county Ethiopia the student's academic achievement measure in many ways. Among them some are by total average of subjects they score at the end of semester or year and at 12^{th} grade can be measured by the score of each subject at classroom and national examination result.

2.15.2.2. Public examinations

Most countries, including many developing ones, have some sort of public examinations that individual pupils take at the end of primary school and other transition points in schooling. These examinations serve the purpose of selecting pupils to go on to secondary school, certifying graduate for entry into the job market, band fostering accountability for schools and school systems. Of these, selection is usually the most important.

2.15.2.3. School-based assessment

Many schools assess the progress of their pupils on continuous basis by regularly measuring their performance against curricular goals and making the results available to classroom teacher. The result of such assessments can be used as a basis for part of the scoring of public examinations. Alternatively, they could become the sole basis for certification or selection. School-based assessments are appealing because they offer immediate feedback to teachers on what pupils are learning and not learning, and thus become a basis for planning subsequent instruction. They are also more likely than standardized national tests to provide a full and accurate picture of what teachers are presenting to pupils. For example, assessments can reflect practical topics that would not be anticipated centralized examinations. They can also evaluate skills such as oral facility or the ability to organize a hands-on project that might not be captured by standardized test. Some developing countries, including Ethiopia and Lesotho have built elements of school-based assessment into their public examination systems. Very few other countries, however, have followed their lead, and relatively little use is made of school- based assessment, which can impose considerable burdens on teachers and administrators (Education for All: Status and Trends, 2000).

2.16. Factors that affect Leadership Effectiveness

There are different factors that could affect the leadership effectiveness. Some of these include communication, followers, leaders, situations, the association between school and community. Communication: There are twoways of communications. These are: verbal and non- verbal communications. Much of the communication is non-verbal for instance, when we set the example that communicates to our people that we would not ask them to perform anything that

we would not be willing to do. What and how we communicate either builds or harms the relationship between us and our employees.

Follower: Different people need different styles of leadership. For instance, a new hire requires more supervision than an experienced employee does. A person who lacks motivation requires a different approach than one with a high degree of motivation. We must know our people the fundamental starting point is having a good understanding of human nature, such as needs, emotion, and motivation. We must come to know our employees be, known, and do attributes.

Leader: We must have an honest understanding of who we are, what we know, and what we can do. Also, note that it is the followers, not the leader who determines if a leader is effective. To be effective, we mustpersuade our followers, not ourselves or our superiors, that we are worthy of being followed.

Situation: All are different. We must use our judgment to decide the best course of action and the leadership style needed for each situation. For example, we may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may.

2.17. Factors Affecting School Leadership Effectiveness

There are different factors that can affect the leaders' effectiveness. Some of these include leadership knowledge and skills, leadership styles, availability of educational resources, the association between school and local community, experience and training of the leader, support from higher hierarchical levels and diversity.

2.17.1. Organizational Characteristics

Organizational characteristics are to mean the existing factors in the school that affect the leadership effectiveness. The resources availability regarding human, material, and financial factors can affect school leadership effectiveness. In instructional leadership process, the availability of teachers, textbooks, equipment, supplies and finance are crucial for its success Mibit (1994). For instance, stressed just as well, trained personnel are important for the success of the school curricula, so are equipment and supplies, leaders' instructional leaders' function may be constrained or facilitated by the extent of resources available in their school.

2.17.2. Availability of Educational Resources

The availability of educational resources, which include human, material and financial resources are very important for the effectiveness of the school leader. The availability of essential resources like teachers, textbooks, machineries, supplies and finance are crucial to the success of effective leadership role. The availability of educational resources may constrain or facilitate the leadership function. Gorton (1993:263) indicated that lacks resources are serious obstacle to effective leadership. Experience also shows that shortage of qualified trained teachers makes leadership process problematic.

2.17.3. District or zonal educational office Characteristics

District or zonal educational office is one of the factors that influence the leadership effectiveness. It is the basic administrative unit in the education hierarchy, which starts at federal level and works its way to the state and then to local level (Luneburg and Ornstein, 1991:303). Temesgen (1998:45) pointed out that the expectation set by the administration of higher offices can influence the principal's role and the informal culture of the school district which emphasizes managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement. Bossert and Others (1982:53) also indicated that, in addition to district or zonal education desk, administrative elements like rules, and regulations and policies, financial and supply delivery problems, numerous reporting requirements, untimely teacher transfer and delay in employment of teachers suggested as constraining elements in principals' instructional leadership process.

2.17.4. Role Diversity

The role diversity is about which most school leaders complain. Exercising leadership takes time and energy repeatedly that which must be spent on administering a school or school district (Gorton, 1983:283). Responsibilities other than instructional leadership will frequently press for the principal's time and drain his/her energy, leaving him/her with the feeling that he/she is spread too thin. Seymour also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties (cited in Temesgen, 1998:43). Instructional leadership is critical in the realization of effective schools, but it is seldom prioritized (Stronge, 1988).

2.17.5. Professional Norm

Professional norm is another factor that influences leadership effectiveness of the principals. Corbally and others (1965:90) indicate that teachers in secondary schools are sensitive, intelligent people who feel that their professional preparation and experience have equipped them to do a job skillfully. Such educational norms may enforce the principals to leave the instructional matter and educational decisions to teachers which limit the frequency and depth of principals' classroom observation as well as their initiatives of consulting teacher about instructional matter Hallinger and Murphy (in Hoy, 2002:5).

Gorton (1983:263) also added that teachers do not always recognize the principals as instructional leader. This is because they consider him/her as not having necessary expertise regarding the actual teaching and learning process. However, studies have revealed that in schools where student achievement is higher than might be expected, principals provide a strong leadership and support can be an instructional leader, and that such leadership is necessary if school is to be successful and enhance students' academic achievement.

2.17.6. Decision-making

Teachers' involvement in authentic forms of decision-making is a central mechanism for making better use of the intellectual capacities distributed throughout the organization. This, in turn, results in better, and better coordinated, decisions (Dinham and Scott, 2000). Decision- making is the process of choosing a course of action from two or more alternative (Robins 1989:62, Nwankwo, 1982:80). For this matter, individuals' or organization make decision in their everyday life to achieve intended goals. The process of decision making in school principals is a strong factor in determining the nature of leadership, the level authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decision will be. To make effective decisions several steps should be involved that are necessary to come up with rational decision (Guthrie, Jamees W.1991:241). Perfect information, rationality of decision maker, multiple goals communication and common-sense performance and evaluated to arrive correct decision.

2.18. The Conceptual Framework

A conceptual framework provides an outline of how to plan to conduct the research for the thesis. Writing a conceptual framework can not only help to guide the thesis but also to ensure that the research stays on track (Wallace foundation, (2013). Increased attention to students' academic achievement is led by school effectiveness and improvement studies to focus on a range of factors that may enhance academic achievement. It is acknowledged that effective leadership is critical in shaping academic success in schools (Spillane et al, 2004).

Setting vision and direction for school is an important issue for effective school leader. Setting targets are recognized as building a shared vision fostering the acceptance of group goals and demonstrating high performance expectations from students. Effective leaders collaborate with stakeholders in identifying and setting goals aligned with their vision to realize academic excellence. Seeking to motivate and unify everyone to achieve the very best for the students. Set the value for their school, which heavily influenced their actions and actions of others. Articulated vision specifies the values and beliefs that will guide policy and practice with the school. The school is trying to achieve its goals and all stakeholders' teachers, students, their families and community members – are working together, forward looking and seeking to motivate and unify everyone to achieve the very best for the students' academic achievement.

Professional development may also stimulate continuous growth in teacher's abilities, and this may influence student's achievement in the sense through time organize, seminars, workshops, conferences short term course and long-term course for teachers to update their knowledge and skills. Professional development practice provides instructional support and resources necessary to excel in their profession. Teachers learn new strategies that they use to influence knowledge to student and roll for students. Teachers enable student to understand difficult concepts while monitoring students progresses, assist to demonstrate that students become more conscious of their own performance, while teachers can improve their discussion making, when teaching aimed to support teaching learning processes and supporting school curriculum implementation programs.

Professional development practice help create a collaborative view of professional self-efficacy emphasizing how teacher learning and improved classroom practices that affect student learning. Leadership effectiveness assists for teacher's professional development practices in order to

improve the quality of instructional delivery. This may benefit teachers to understand their strengths and weaknesses to support their students indirectly and gradually to enhance students' academic achievement.

The main business of school is teaching and learning/instructional program. Hence improving instruction is at the heart of school effectiveness in general and principal effectiveness. Effective principals work persistently to improve student 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. The study was delimited to the indicators/dimensions of leadership effectiveness (setting and realizing school vision, promoting teachers' professional practices and improving teaching and learning program). Generally, the study was framed on the relationship between school leadership effectiveness and students' academic achievement in secondary schools of west wollega zone Oromia regional state. It is summarized as the following diagram.

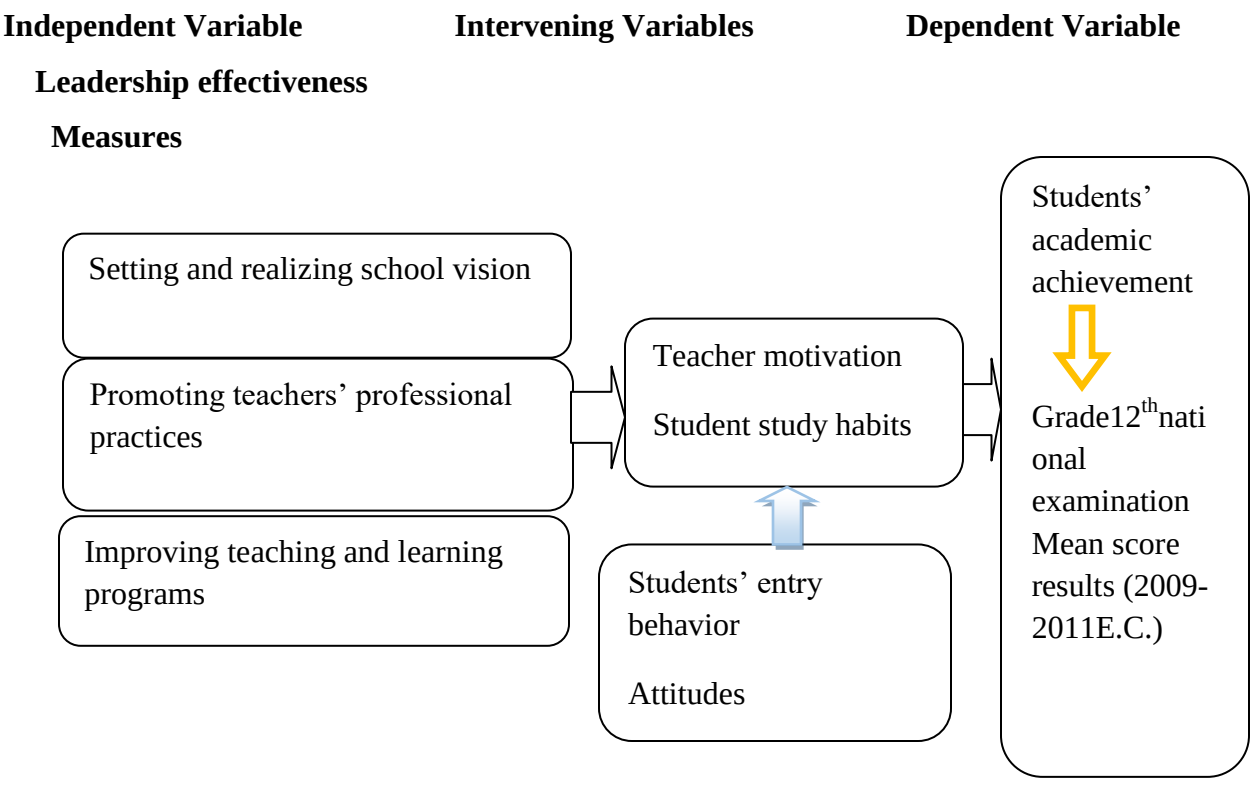

Figure 1: Proposed conceptual Framework for this study

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to examine the relationship between leadership effectiveness and students' academic achievement in selected government secondary schools of west Wollega zone. This part of the research presents the methodological aspects that include the research design, research method, sources of data, population, and sample size, sampling technique, data gathering tools, data collection process, method of data analysis, validity and reliability checks, and ethical consideration.

3.1. Research Design

Correlational research design was employed because the major goal of the study was to examine the relationship between leadership effectiveness and students' academic achievement in secondary schools. Correlation design is a measure of the relationship between two numeric variables. According to Orodho (2009), correlation design analyses the relationship between variables with the aim of establishing between the dependent and independent variables. This study sought to establish relationships between leadership effectiveness and students' academic achievement and making predictions once that identifies and accurately describes the important variables in the study. Correlation analysis results give a correlation coefficient, which measures the linear association between two variables (Crossman, 2013). This study would be an interest in the variables examining whether the relationship exists between leadership effectiveness and students' academic achievement in government secondary schools of west Wollega zone. In this study, specifically the researcher used Pearson's correlation coefficient because of transformation of ordinal data considered as parametric test (Creswell, 2012). Pearson correlation was employed to determine the association between leadership effectiveness and students' academic achievement variables. Therefore, this practical design for the study as a various factor of leadership effectiveness would be look at and the degree of relationship was an area of interest.

3.2. Research Method

The study employed both quantitative and qualitative research method with more focus on quantitative were used. Quantitative research method deals with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy 1993). Examining the current relationship between school leadership effectiveness and students' academic achievement demands the collection of quantitative data, which can be put to rigorous quantitative data in a formal, structured and rigid manner. The qualitativeresearch method was also incorporated in the study to validate and triangulate the quantitative data.

3.3. Sources of Data

To obtain reliable information about the relationship between leadership effectiveness and students' academic achievements under the study locality, the researcher was used both primary and secondary sources of data for this study. A primary source is one where a work appears for the first time. According to (Creswell, 2012), methods of collecting primary data includes observation, interview, through questionnaires, through schedules and other methods which include warranty cards, distributor audits, pantry audits, consumer panels, using mechanical devices, and content analysis. Based on the above discussion, the researcher was interested in using both primary sources of data and secondary sources of data for this study and accordingly the researcher collected data through questionnaires from teachers and school principals, interview for head departments and grade 12 thnational examination result document analysis. The researcher collected data from both primary and secondary sources.

3.3.1. Primary Sources of Data

A primary source of data contains original information that is not derived from interpretation, summarizing or analyzing someone else's work. Primary sources of data were gathered from school principals, teachers, and head department of secondary schools at west Wollega zone. These groups of respondents were selected because of their day-to- day activities and key search out of information was related to the objectives of the study.

3.3.2. Secondary Sources of Data

Secondary sources of data are works that have been based on primary sources. They are usually an interpretation, a summary, an analysis, and a review. In this study, secondary sources of data were gathered from grade 12^{th} national examination result records and written minutes concerning issues discussed and decided by leadership in the school in relation to students' academic achievement. In addition, woreda education office and schools' level is the bases documents of students' academic achievement.

3.4. Population, Sample size and Sampling Technique

3.4.1. Population

Population is the potential respondents of interest. It can be defined as all the members of a real or hypothetical set of people, events or objects. These are the ones to which the investigator wants to generalize (Borg and Gall, 1989). The populations for this study were secondary school principals and teachers. In west Wollega zone, there are 21 rural woredas and three administrative towns and 86 secondary schools (Grade 9^{th}-12^{th}), 86 school principals and 3,242 teachers.

3.4.2. Sample Size and Sampling Techniques

According to Mugenda and Mugenda (2003), sample size refers to the actual number of subjects chosen as a sample to represent the population characteristics. For this study, from 21 woredas,8 (38.1%) woredas, namely Kondala, Beghi, Mandi, Babo Gambel, Jarso, Boji Chokorsa, Kiltu Kara and Nedjo were selected through multi-stage sampling techniques which were used to select samples which are concentrated in a few woredas. Multi-stage sampling is a process of moving from a broad to a narrow sample, using a step-by-step process (Ackoff, 1953). In these woredas, there are 30 secondary schools (Grade 9-12). From these 30 secondary schools, eight secondary schools were included in the study by using multi-stage sampling techniques which were used to select samples which are concentrated in different woredas. Eight (27%) secondary school principals were included in the study due to their small number and manageability by using census sampling techniques because as the researcher they were relevant bodies to provide appropriate information due to their high closeness with teachers in their day-to-day activities. From total populations of teachers in the zone 3,242, 352(11%) teachers were

found in the eight selected sample schools. From 352 teachers in the selected sample schools, 187(53%) teachers were chosen as sample of the study by using simple Random sampling technique which is the best way to get representative samples and give every teacher equal chance to be selected. The simple random sampling technique gives an equal chance for selecting these teachers and the selection of the others does not affect the chance of the others to be selected (Teddies &Furi, 2016). Yamane (1967:886) simplified formula for proportion was used to calculate the sample size with 95% confidence level and P = .5 are assumed for equations. The following formula reveals that the total number of teachers in the sampled schools and sample size of teachers who were involved in the study from each school.

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

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring.

Therefore: $n=\frac{352}{1+352(0.05)^2}$ $n=\frac{352}{1+352(0.0025)}$ $n=187$

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

$ni = (nx\ Ni)/N$

Where: ni= sample size for respondents

n= the total number of selected for each secondary school

Ni=the total sample size for each selected secondary school

N=the total number of secondary schools.

Therefore, the distribution of the Sampling technique and sample size in relation to their respective population for each of the secondary schools in west Wollega zone is precisely summarized in table1**.**

Table 1: Sample and Sample size

No.	Sample Woredas	Sample secondary schools	Samples	Population N	Sample n*N / N	%	Sampling Techniques
1	Kondala	Kondala	P	1	1	100	Census sampling
			T	45	24	53	Simple Random sampling
2	Beghi	Beghi	P	1	1	100	Census sampling
			T	48	25	52	Simple Random sampling
3	BaboGambel	Babo Gambel	P	1	1	100	census sampling
			T	39	21	54	Simple Random sampling
4	Jarso	Jarso	P	1	1	100	census sampling
			T	37	20	54	Simple Random sampling
5	Mandi	Mandi	P	1	1	100	Census sampling
			T	53	28	53	Simple Random sampling
6	Kiltu Kara	KiltuKara	P	1	1	100	Census sampling
			T	35	18	51	Simple Random sampling
7	Boji Chokorsa	Boji Chokorsa	P	1	1	100	Census sampling
			T	41	22	54	Simple Random sampling
8	Nedjo	Nedjo	P	1	1	100	Census sampling
			T	54	29	54	Simple Random sampling
Total		8	P	8	8	100	Census sampling
			T	352	187	53	Simple Random sampling

P =Principals T=Teachers

3.5. Data Gathering Tools

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

3.5.1. Questionnaires

The main reason to use questionnaire was for obtaining information, opinions and attitudes from large number of respondents within a short period. Questionnaires based on Kumar's (1999) advice that the choice of instrument to collect primary data is mainly determined by the purpose of the study, the resource available and the skills of the researcher. The researcher used self-developed questionnaires in English language because the researcher believed that the school principals and teachers could understand the language at secondary schools and thirty-two similar questionnaires were used in this study. It employed close-ended items. Close-ended questions were preferred for the respondents to provide uniform set of responses, easy for analysis and interpretation (Cohn and Manion, 1995). The items were rated on 5-Point Likert-type scale ranging from 1= very low, 2= low, 3= medium, 4= high and 5 = very high. The questionnaire was constructed, validated, and then distributed to school principals and teachers by the researcher.

3.5.2. Interview

In order to triangulate the data obtained during questionnaire from school principals and teachers' semi structured interview was prepared to the department heads of the target schools. The aim of the interviews was to examine and acquire a clear understanding of the leadership effectiveness by department heads to check how the school principals perceive their school leadership and respond to school rules and regulations. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible and allows new questions to be brought during the interview for clarification as a result of what the interviewee says. For the purposes of this investigation, department heads were interviewed. The

interview was carried out by the researcher in English in accordance with the objectives of the study and the basic questions rise in the statement of the problem. Interview guidelines were prepared by the researcher. Thus, semi structured interview was conducted with department heads within a maximum of 30 minutes for each informant and it took 4 hours for 8 informants. With respect to the place of interview, department heads were interviewed in their respective schools and it was conducted by the researcher.

3.5.3. Document Analysis

In addition to questionnaire and interview, document analysis would be used for this study. Document analysis was made on the previous records. Document analysis was one of the data collections tools that would be used to validate or identify the consistency of questionnaire and interview responses with the respondents and it includes grade 12^{th} three years (2009-2011E.C.) national examination result records and minutes that show the results of students' academic achievement and checklists of school leadership used to influence students' academic achievement. According to Abiy et al., (2009) document analysis can give an expert understanding of the available data and also it is cheap. It was analyzed in such a way that enables the researcher to conduct a correlation test of leadership effectiveness and students' academic achievement.

3.6. Data collection Procedures

The researcher obtained letter of cooperation from Jimma University, which was taken to west Wollega zone. West Wollega zone education office was also giving letter for cooperation to eight sampled woredas and the same as woredas education office was gave letter for cooperation to sampled secondary schools. Before administrating the questionnaires for data collection, respondents were informed about the purpose of the study and how to fill in the questionnaires. The researcher in collaboration with school principals was done the collection of the questionnaires from the respondents and conducted an interview with department heads. Finally, document analysis was made by the researcher.

3.7. Methods of Data Analysis

Both descriptive and inferential statistics were used to analyze the data. After collecting all the necessary information, data were edited and reduced at first, then coded, tabulated, and organized for analysis separately for each item in away appropriate to answer the research questions. The five Likert scales were used to collect data from respondents and to make clear the analysis. The five-point Likert scales at significance level of 0.05 at various levels of rating scales (Very low, low, Moderate, high and very high) were used to collect data from respondents, to make analysis clear, the responses were analyzed with mean value 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as Moderate, 3.51-4.49 as high and 4.5-5 as very high in implementation of the items as a cut point (Desalegn, 2014).

The Descriptive statistics used to describe the data finding Kimberly, (2011). The quantitative data that were collected from the respondents were systematically coded, organized, and stored in an editable excel spread sheet and imported to SPSS version 20 and analyzed quantitatively by using descriptive statistics such as percentage, frequency, mean, standard deviation , average mean and inferential statistics like Pearson correlation analysis to check the relationship between school leadership effectiveness and students' academic achievement in west Wollega zone secondary schools. It is often useful to calculate the effects of two or more independent variables on a dependent variable (Best &Kahn, 2006).

Frequency and percentage distribution were used to analyze various characteristics of the respondents such as sex, age, academic qualification and years of service. Mean, average mean and standard deviation were computed for quantitative variables of leadership effectiveness the extent to which leadership contributed to set and realize school vision, promote teachers' professional practice and improving teaching and learning program to enhance student academic achievement in secondary schools under the study.

Pearson's correlation coefficient was used to check the relationship between leadership effectiveness and students' academic achievement. Pearson's coefficient of correlation is the most widely used method of measuring the degree of linear association or relationship between two variables. It indicates strengths, directions and significance of the relations of the variables. According to Gay Min (2009), 1.0 (-1.0) = Perfect Correlation, 0.60 to 0.99 (-0.60 to -0.99) =

Strong, 0.30 to0.59 (-0.30 to-0.59) = Moderate, 0.01 to 0.29 (-0.01 to -0.29) = Weak and 0 = No Correlation. The correlation, denoted by r, can take on any value from -1 to 1 (Sileshi, 2008).

The students' academic achievement was analyzed depending on grade 12^{th} students' three years (2009 -2011 E.C.) national examination score result. Students mean score below 350 was assigned 1, students mean score equals to 350 assigned 2, and students mean score above 350 assigned 3, as a cut point and computed using SPSS version 20 to analyze the mean score of the total students' results. Regression analysis was employed to predict effects of leadership effectiveness variables on students' academic achievement. After computed, to determine the degree of students' performance, the following mean ranges were used as a cut point. Mean value less than 350 indicates low, mean value equals to 350 indicates moderate, and mean value above 350 indicates high. Finally, the qualitative data obtained through semi structured interview was thematically analyzed to supplement the quantitative analysis about leadership effectiveness of principals.

3.8. Validity and Reliability Checks

3.8.1. Pilot Test

According to Orodho (2009), piloting is carried out to ensure that there is clarity and efficiency of instruments before the real study is carried out. The pilot-test was conducted to test the validity and reliability of the content of data gathering instruments. It was done with objectives of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. A pilot test was carried out in Likiti secondary school which was not included in the sample of the study. The questionnaire was administered to respondents of teachers and school principal in Likiti secondary school. The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007).

3.8.2 Validity Checks

According to Zeller (1997), validity refers to the degree to which an instrument measures what it is supposed to measure for a particular purpose and a particular group. A measure is valid if it measures what it is intended to measure (Keeves, 1997). According to Bell (1999), validity tells us whether an item measures or describes what it is supposed to measure or describe. Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisors. After a pilot test was carried out some modifications were made on the questionnaires before its administration. In general, 2 questionnaire items were removed and 1 questionnaire item was modified in such a way it could measure the intended objective.

3.8.3 Reliability Checks

Reliability is a measure of the degree to which a research instrument yields consistent results (Orodho, 2009). It has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Kothari, 2004). The draft questionnaires were distributed to 21 teachers and 1 school principal of the Likiti secondary school. After the questionnaires were filled and returned the reliability of items were measured using Cronbach's alpha method using SPSS version 20. To check the reliability of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 20 and the average result found from school leader and teachers' respondents were 0.87. Tech-Hong &Waheed (2011), suggested that the reliability coefficients greater than 0.70 are generally found to be internally consistent. Thus, the instrument was found to be reliable. Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: "> 0.9 Excellent, > 0.8 Good, > 0.7 Acceptable, > 0.6 – Questionable, > 0.5 – Poor and < 0.5 Unacceptable". It is noted that an alpha of 0.87 reasonably good to use the questionnaire for the research. The following table 2 shows reliability of each dimension by Cronbach alpha.

Table 2: Reliability test results with Cronbach's alpha

No	Variables	No of items	Cronbach Alpha
1	Leadership effectiveness measures		
1.1	Setting and realizing school vision	11	0.89
1.2	Promoting teachers' professional practices	11	0.85
1.3	Improving teaching and learning program	10	0.87
	Average	**32**	**0.87**

3.9. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters in to with his /her respondents. Ethical considerations play a role in all research studies. Therefore, the researcher was communicated with all secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Communication with all concerned bodies was accomplished smoothly without harming and threatening the personal and institutional wellbeing. The identities of the respondents were kept secret. The respondents were informed of the confidentiality of information obtained and anonymity of their identity. Respondents were reminded not to write their name on the questionnaire and the collected data were properly and safely kept.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data. Data were gathered using questionnaire, interview and document analysis. A total of 195 copies of questionnaire papers were distributed to school leaders and teachers' respondents and 193 copies of the questionnaire were returned which accounts for 98.97% of the total respondents to the questionnaire. In order to validate the data from questionnaire, interview was conducted with department heads. Document analysis was also analyzed to student's results as supplementary data collecting tool. The data gathered through questionnaires were tallied, tabulated and quantified. The data obtained through interview from department heads were presented and analyzed thematically to substantiate the evidence obtained through the questionnaire and document analysis.

Table.3: Return rate of questionnaires (Principals N=8, and Teachers N=187, Total=195)

No	Name of school	Number of distributed	Number of Responses	Response rate in %	Number of students from sample school
1	Babo Gambel	22	22	100%	1,060
2	Beghi	26	25	96.15%	1,252
3	Boji Chokorsa	23	23	100%	790
4	Jarso	21	21	100%	860
5	Kiltu Kara	19	19	100%	889
6	Kondala	25	25	100%	670
7	Mandi	29	28	96.55%	1,639
8	Nedjo	30	30	100%	1,378
Total	8	195	193	98.97%	8,538

A total of 32 items were prepared and distributed to 195 respondents. From these 187 were teachers and the rest 8 were school principal respondents and the questionnaire had properly filled in and returned with 193 in the total return rate of 98.97% and the response rate was ranged from 96.15% - 100% in the sampled schools which was very scared to represent the views of the target population and the above table 3 precisely showed the response rate of eight sampled government secondary schools.

As shown from table 3, in Babo Gambel 22 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%, in Boji Chokorsa 23 questionnaires were distributed and all of them were properly filled and returned with the return rate of 100%, in Beghi 26 questionnaires were distributed and 25 of them were filled and returned with the return rate of 96.15%, in Kiltu Kara 19 questionnaires were distributed and all of them were properly filled and returned with the return rate of 100%, in Kondala 25 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%, in Mandi 29 questionnaire were distributed and 28 of them were filled and returned with the return rate of 96.55%, in Nedjo 30 questionnaire were distributed and all of them were properly filled and returned with the return rate of 100%. So, the total return rate of the questionnaire was 193(98.97%). Whereas from each 8 sample secondary school students take 8,538 as sample included in the study.

4.1. Characteristics of the Respondents

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

Table 4: Background Information of the Respondents.

No	Variables	Category	Principals		Teachers		Total	
			F	%	F	%	F	%
1	Sex	Male	8	100	170	1.9	178	92.2
		Female	0	0	15	8.1	15	7.8
		Total	8	100	185	100	193	100.0
2	Age	26-30	0	0	41	22.2	41	21.2
		31-35	0	0	58	31.4	58	30.1
		36-40	3	37.5	63	34.1	66	34.2
		41-45	3	37.5	15	8.1	18	9.3
		46-50	2	25.0	6	3.2	8	4.1
		51-55	0	0	2	1.1	2	1.0
		Total	8	100.0	185	100.0	193	100.0
3	Educational	BA/BSC/Bed	0	0	155	83.8	155	80.3
	Qualificatio	MA/MSC	8	100	30	16.2	38	19.7
	n	Total	8	100	185	100.0	193	100.0
4	Work	1-5 year	0	0	35	18.9	35	18.1
	Experience	6-10 year	0	0	63	34.1	63	32.6
		11-15 year	3	37.5	41	22.2	44	22.8
		16-20 year	3	37.5	13	7.0	16	8.3
		21-25 year	2	25.0	20	10.8	22	11.4
		26 and above	0	0	13	7.0	13	6.7
Total		193	8	100	185	100.0	193	100.0

The characteristics of the study groups were examined in terms of sex, age, academic qualification of study and years of service. As shown in table 4, among the respondents, 8(100%) male school principals, 170(91.8%) male teachers, and 15(8.1%) teachers were female. From the data, one can understand that male teachers dominate the teaching force in the schools. There were no female principals. This implies that, the participation of females either in the secondary school teaching or involvement in the school leadership is too much less than males.

Concerning the age of respondents, 41(22.16%) teachers were between 26-30 years old and 58 (31.35%) teachers were between 31-35 years old, while 3(37.5%) school principals and 63(34%) teachers were fall between 36-40 years old. In addition, 3(37.5%) of school principal respondents and 15(8.1%) of teacher's respondents were between the ages of 41- 45 years. Besides, 2(25%) of school principals and 6(3.24%) of teacher respondents were between the age of 46-50 years. Moreover, 2(1.08%) of teacher respondents were between 51-55 years. Overall, the majority of the respondents' ages fall between the age intervals of 26-40 years. From this, one can understood that most of the respondents of the study were in adult age to participate and contribute their concern in school leadership effectiveness to enhance students' academic achievement.

Concerning educational qualification, 157(85%) teacher respondents had BA/BSc degree whereas, 8 (100%) school principals and 30(16, 2%) of teacher respondents had MA/MSc degree. Thus, that the majority of teachers had first degree violates the MoE guideline which tells that teachers and school principals in high schools should have MA/ MSc degree. From this, one can easily understand that, most of the teachers and all interviewed head departments were subject area graduates. Pristine and Thurston (1994) pointed out that the most popular measure of leader effectiveness is the extent to which the organization performs its tasks successfully and attains its goals.

Regarding the service year of respondents, 35(18.91%) teacher respondents had served below 5 years while 63 (34.05%) teachers had a service year 6-10. Additionally, 3(37.5%) school principals and 41 (22.16%) teachers of respondents were served between11-15 whereas 3 (37.5%) school principals and 13(7.05%) teacher respondents had 16-20 years teaching experience. On the other hand, 2(25%) school principals, 20(10.81%) teachers' respondents have 21- 25 work experience. Finally, 13 (7.02%) teacher respondents had above 26 years. This implies that majority of teacher respondents were experienced enough that could enable them to work towards school leadership effectiveness to enhance students' academic achievements. In addition, majority of the secondary school principals' have 11-20 years of work experience. This implies that school leaders have sufficiently working experience that is helpful to plan and perform towards leadership effectiveness to enhance students' academic achievements.

4.2. Presentation, Analysis and Interpretation of Data

4.2.1. Extent of Leadership effectiveness in secondary schools

The two groups of respondents were asked to rate the school principals' leadership effectiveness on students' academic achievement. The extent of school leader's effectiveness in secondary schools of west wollega zone was analyzed in this section. Secondary school's leadership effectiveness was measured in terms of setting and realizing school vision, promoting teachers' professional practices and improving teaching and learning program. To determine the degree of implementation of each leadership effectiveness measure, the following mean ranges were used as a cut point. Mean value ≥4.50 indicates very high, 3.50-4.49 indicates high, 2.50-3.49 indicates moderate, 1.50-2.49 indicates low and ≤1.49 indicates very low implementation of the item (Desalegn, 2014). The school principals and teachers' respondents were asked to rate which school principals' leadership effectiveness on students' academic achievement. Accordingly, the response of the school principals and teachers' members were summarized in the following table and discussed below.

Table5: Extent of leadership effectiveness in setting and realizing school vision.

No	Items	N	M	SD	AM
1	The leaders identify and include stakeholders in the process of developing a shared vision	8 185	3.6250 3.6270	.74402 1.03016	3.62
2	The leaders frame the schools' goals in terms of staff responsibilities for meeting them and students' academic achievement.	8 185	3.5000 3.5730	.53452 1.03542	3.53
3	The leaders communicate the school 's vision and goals effectively to stakeholders in order to have common understanding and shared values	8 185	3.6250 3.5568	.51755 1.0364	3.59
4	The leaders set high expectations and articulate a vision focused on high levels of learning for all students and teachers.	8 185	3.6250 3.5784	.51755 .99759	3.6
5	The leaders use data on student academic achievement when developing the school 's goals	8 185	3.7500 3.6162	.46291 .96614	3.68
6	The leaders allocate resources for the proper implementation and achievement of school vision and goals.	8 185	3.6250 3.6162	.51755 1.02085	3.62
7	The leaders identify goal areas that promote high levels of achievement for all students and staff	8 185	3.7500 3.6811	.70711 .96172	3.71
8	The leaders articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement	8 185	3.6250 3.5405	.51755 1.00527	3.58
9	The leaders establish clear and concrete strategic goals of the school with participation of the staff and work towards highest academic achievement of students	8 185	3.7500 3.4811	.71711 .92720	3.6
10	The leaders shared vision widely, clearly understood and supported by all staff.	8 185	3.7500 3.4919	.46291 1.0274	3.62
11	The leaders develop a set of a clear annual school-wide goals focused on students learning and academic achievement	8 185	3.6250 3.3946	.91613 .95038	3.5
	Aggregate Average mean	8 185	3.64 3.55	3.6	

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

The above table shows the roles and functions of effective school leadership to identify and include stakeholders in the process of setting/ developing and realizing shared school vision. With regard to Item 1 of (Table 5), which is concerned with leader's effectiveness to identify and include stakeholders in the process of developing a shared vision for the improvement of students' academic achievement, the mean value 3.6 and 3.62 was obtained from both teachers and school leaders' responses with 3.62 average mean score with (SD = 1.03; .74) respectively. Leadership effectiveness identifying and including stakeholders in the process of developing a shared vision is rated high performance when computing with the mean set as demarcation.

Successful instructional leaders have very strong and clear vision and set of values for their school and stake holders which heavily influenced their actions and the actions of others and established or set a clear sense of direction and purpose for the school (Anderson, 2000). This implies that the findings of this study were conforming the scholars' idea and the schools are used to include stakeholders in the process of setting or defining the school vision to realize school vision.

With regard to Item 2 of (Table 5), which is concerned with leadership effectiveness to frame the schools' goals in terms of staff responsibilities for meeting them and students' academic achievement, the mean value 3.57 and 3.5 was obtained from both teachers and school leaders' responses with 3.53 average mean score with (SD = 1.03; .53) respectively. Effective school leaders frame the school goal for students' academic achievement for the improvement of students' academic achievement is rated high performance when computing with the mean set as separation. The interviewed head departments were responded that effective school leaders spend most of their time on conducting different capacity building, meeting, resolving conflicts made both between teachers and students and among students in the schools.

Regarding Item 3 of (Table5) which is concerned with the effective leaders communicate the school 's vision and goals effectively to stakeholders in order to have common understanding and shared values, the mean value 3.5 and 3.62 was obtained from both teachers and leaders' responses with 3.59 average mean score with (SD= 1.03; 0.51) respectively. Communicating the vision with stakeholders in order to have common understanding and shared value for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation.

Concerning Item 4 of (Table 5), the respondents were requested to rate the leaders set high expectations and articulate a vision focused on high levels of learning for all students and teachers, the mean value 3.51 and 3.62 was obtained from both teachers and leaders' responses with 3.6 average mean score with (SD = 0.99; 0.51) respectively. Setting high expectations and articulating school vision focused on high levels of learning for all students and teachers for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation. Most school principals facilitate monthly staff meeting for teachers mainly focusing on instructional issues such as continuous assessment procedures, tutorial and make up classes. They leave the school leadership activities for the department heads, principals and the teachers themselves.

With respect to Item 5 of (Table 5), the respondents were requested to rate the leader's effectiveness use data on student academic achievement when developing the school 's goals the mean value 3.6 and 3.75 was obtained from both teachers and leaders' responses with 3.68 average mean score with (SD= .96; .46) respectively. Leadership effectiveness using data for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation. Effective school leaders use data on students' academic achievement when they develop their school goals to enhance their students' academic achievement to achieve their school goal.

With regard to Item 6 of (Table 5), the respondents were requested to rate the leaders allocate resources for the proper implementation and achievement of school vision and goals the mean value 3.6 and 3.62 was obtained from both teachers and school leaders' responses with 3.62 average mean score with (SD= 1.02; 0.51) respectively. The allocation of resources for the proper implementation and achievement of school vision and goals for the improvement of students' academic achievement is rated high performance when computing with the mean set as demarcation.

With respect to Item 7 of (Table 5), the respondents were requested to the leaders identify goal areas that promote high levels of achievement for all students and staff the mean value 3.6 and 3.75 was obtained from both teachers and leaders' responses with 3.71 average mean score with (SD =0.96; 0.70) respectively. The leaders identify goal areas that promote high levels of

achievement for all students and staff is rated high performance when computing with the mean set as demarcation.

With Item 8 of (Table 5), the respondents were requested to rate the leaders articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement the mean value 3.5 and 3.62 was obtained from both teachers and leaders' responses with 3.58 average mean score with (SD =1.01; .51) respectively. The leaders articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement for the improvement of students' academic achievement is rated high performance when computing with the mean set as high level.

With Item 9 of (Table 5), the respondents were requested to rate the leaders establish clear and concrete strategic goals of the school with participation of the staff and work towards highest academic achievement of students mean value 3.48 and 3.75 was obtained from both teachers and leaders' responses with 3.6 average mean score with (SD= 0.92;0.71) respectively. Establishing clear and concrete strategic goals of the school with participation of the staff and work towards highest academic achievement of students is rated high performance when computing with the mean set as high level.

With respect to item 10 of (Table 5), the respondents were requested to rate the leaders shared vision widely, clearly understood and supported by all staff, the mean value 3.49 and 3.75 was obtained from both teachers and leaders' responses with 3.62 average mean score with (SD= 1.02; .46) respectively. Sharing school vision widely, clearly understood and supported by all staff is rated high performance when computing with the mean set as demarcation.

Regarding Item 11 of (Table 5), the respondents were requested to rate leadership effectiveness to develop a set of a clear annual school-wide goals focused on students learning and academic achievement the mean value 3.39 and 3.62 was obtained from both teachers and leaders' responses with 3.5 average mean score with (SD= 0.95;0.91) respectively. Developing a set of a clear annual school-wide goal focused on students learning and academic achievement is rated high performance when computing with the mean set as high level.

Generally, the school leadership effectiveness in setting and realizing school vision is rated as high because the overall average mean score obtained from the respondents or table 5 above was 3.6 and the document analysis made also shows school principals were effective in setting and realizing their school vision to improve students' academic achievement and school objective. This indicates that effectiveness was sufficient but the existence of obstacles limited the performance of principals in each sampled secondary school. There was an association with a significant relationship that existed between school leadership effectiveness and students' academic achievement. This implies that effective school leaders enhance their students' academic achievement and school goals by contributing setting and realizing clear school vision.

Table 6: Extent of Leadership effectiveness to promote teachers' professional practices

No	Items	R	N	M	SD	AM
1.	The leaders identify training needs of teachers and plan staff professional development practices	P	8	3.625	.74402	3.6
		T	185	3.627	1.03016	
2.	The leaders encourage teachers to involve in action research undertaking and promoting arrange of CPD experiences in among all staffs.	P	8	3.625	.74404	3.53
		T	185	3.437	.94850	
3.	The leaders facilitate mentorship program for new employed teachers and encourage teachers to take part in various short-term training	P	8	3.750	.70711	3.6
		T	185	3.427	1.0142	
4.	The leaders develop a mechanism by which competent teachers share their experience of teaching methodologies with their friends in the staff.	P	8	3.625	.74404	3.62
		T	185	3.632 4	1.0188	
5.	The leaders differentiated professional development to meet the needs of individual teachers	P	8	3.500	.92582	3.63
		T	185	3.773	1.0385	
6.	The leaders deepen teachers' content knowledge by professional development to improve students' academic achievement.	P	8	3.500	.53452	3.57
		T	185	3.643	1.0995	
7.	The leaders provided professional development ongoing opportunities for teachers to work with colleagues to refine teaching practice	P	8	3.625	.51755	3.71
		T	185	3.800	.96572	
8.	The leaders evaluated professional development and the results were communicated to teachers	P	8	3.625	.74402	3.5
			185	3.448	1.0523	
		T				
9.	The leaders encouraging staff to think of learning beyond the academic curriculum and actively work to ensure highest academic achievement of students	P	8	3.625	.74402	3.44
		T	185	3.264	1.0215	
10.	The leaders providing or locating resources to help staff improve their teaching	P	8	3.750	.88641	3.47
		T	185	3.200	1.0151	
11.	The leaders regularly observing classroom activities and working with teachers to improve their teaching.		8	3.875	.83452	3.69
		P				
		T	185	3.518	1.0005	
	Overall Average mean	P	8	3.647	3.57	
		T	185	3.517		

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

With regard to item 1 (Table 6), the respondents were requested to rate the leaders identify training needs of teachers and plan staff professional development practices the mean value 3.6 and 3.62 was obtained from both teachers and leaders' responses with 3.6 average mean score with (SD= 1.03; 0.74) respectively. Identifying training needs of teachers and plan staff professional development practices is rated high performance when computed with the mean set as high level.

With regard to item 2 of (Table 6), the respondents were requested to rate the effectiveness of school leaders encourage teachers to involve in action research undertaking and promoting arrange of CPD experiences in among all staffs, the mean value 3.43 and 3.62 was obtained from both teachers and leaders' responses with 3.53 average mean score with (SD =0.94; 0.74) respectively. Encouraging teachers to involve in action research undertaking and promoting arrange of CPD experiences in among all staffs is rated high performance when computed with the mean set as high level.

With regard to item 3 of (Table 6), the respondents were requested to rate the leaders facilitate mentorship program for new employed teachers and encourage teachers to take part in various short-term training the mean value 3.4 and 3.75 was obtained from both teachers and leaders' responses with 3.6 average mean score with (SD =1.01; .70) respectively. Facilitating mentorship program for new employed teachers and encourage teachers to take part in various short-term training is rated high performance when computing with the mean set as demarcation.

Concerning Item 4 of (Table 6), the respondents were requested to rate school leadership effectiveness develop a mechanism by which competent teachers share their experience of teaching methodologies with their friends in the staff., the mean value 3.6 and 3.62 was obtained from both teachers and leaders' responses with 3.62 average mean score with (SD= 1.01; .74) respectively. Setting mechanism by which competent teachers' share their experience of teaching methodologies with their colleagues in the staff is rated high performance when computing with the mean set as demarcation.

With regard to item 5 of (Table 6), the respondents were requested to rate school leader's effectiveness regards to professional development is differentiated to meet the needs of individual teachers the mean value 3.77 and 3.5 was obtained from both teachers and leaders'

responses with 3.63 average mean score with (SD =1.03; .94) respectively. The professional development is differentiated to meet the needs of individual teachers is rated high performance when computing with the mean set as high level.

Concerning item 6 of (Table 6), the respondents were requested to rate school leaders deepen teachers' content knowledge by professional development to improve students' academic achievement. The mean value 3.04 and 3.5 was obtained from both teachers and leaders' responses with 3.57 average mean score with (SD= 1.09; .53) respectively. Professional development deepens teachers' content knowledge is rated high performance when computing with the mean set as demarcation.

With regards to Item 7 of (Table 6), the respondents were requested to rate school leaders providing professional development ongoing opportunities for teachers to work with colleagues to refine teaching practice the mean value 3.8 and 3.62 was obtained from both teachers and leaders' responses with 3.71 average mean score with (SD= 0.96; .51) respectively. Providing professional development ongoing opportunities for teachers to work with colleagues to refine teaching practice is rated high performance when computing with the mean set as high level.

Regarding to Item 8 of (Table 6), the respondents were requested to rate school leaders evaluated teachers professional development and the results are communicated to teachers the mean value 3.42 and 3.62 was obtained from both teachers and leaders' responses with 3.5 average mean score with (SD =1.05; .74) respectively. Professional development is evaluated and the results were communicated to teachers is rated high performance when computing with the mean set as demarcation.

Regarding to Item 9 of (Table 6), the respondents were requested to rate the school leader's effectiveness encouraging staff to think of learning beyond the academic curriculum and actively work to ensure highest academic achievement of students the mean value 3.26 and 3.62 was obtained from both teachers and leaders' responses with 3.44 average mean score with (SD =1.02; 0.74) respectively. Encouraging staff to think of learning beyond the academic curriculum and actively work to ensure highest academic achievement of students is rated moderate performance when computing with the mean set as high level.

With regard to Item 10 of (Table 6), the respondents were requested to rate leaders providing or locating resources to help staff improve their teaching, the mean value 3.2 and 3.75 was obtained from both teachers and school leaders responses with 3.47 average mean score with (SD= 1.011; 0.88) respectively. Providing or locating resources to help staff improve their teaching to enhance students' academic achievement is rated moderate performance when computing with the mean set as demarcation.

Regarding to Item 11 of (Table 6), the respondents were requested to rate school leadership effectiveness regularly observing classroom activities and working with teachers to improve their teaching, the mean value 3.62 and 3.87 was obtained from both teachers and school leaders' responses with 3.69 average mean score with (SD= 1.05; .83) respectively. Regularly observing classroom activities and working with teachers to improve their teaching to enhance students' academic achievement is rated high performance when computing with the mean set as demarcation.

Generally, school principals' effectiveness to promote teachers' professional practice to enhance students' academic achievement is rated as high because the overall average mean score obtained from the table 6 was 3.57 and the document analysis made also shows that there is no problem. This implies that effective school principals promote their teachers' professional practices to enhance students' academic achievement.

Table7: Extent of leadership effectiveness in improving teaching and learning program

No	Items	N	M	SD	AM
1	The leaders coordinated the curriculum evaluation process of the school to address problems related to the curriculum.	8 185	3.3500 3.6919	.46291 1.01467	3.52
2	The leader's advised teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum	8 185	3.3500 3.7027	.46291 1.01255	3.53
3	The leader finds teachers with the interest and capacity to further the school's efforts	8 185	3.1250 3.6432	.35355 1.01203	3.38
4	The leaders check periodically students result in order to ensure the effective implementation of the curriculum	8 185	3.500 3.6811	.53452 1.01666	3.84
5	The leaders provide adequate school facilities that enable to facilitate the teaching learning process	8 185	3.6250 3.7027	.51755 .99632	3.66
6	The leaders continuously assist and give constructive feedbacks that improves teacher's performance in teaching	8 185	3.6250 3.6541	.74402 1.01580	3.63
7	The leaders use coaching and mentoring to improve quality of teaching	8 185	3.5000 3.6595	.53452 1.01496	3.56
8	The leaders provide assistance to staff in setting short-term goals for teaching and learning	8 185	3.3750 3.6649	.51755 1.01944	3.52
9	The leaders prevent staff from being pulled indirections incompatible with agreed goals	8 185	3.6250 3.4486	.91613 1.05233	3.54
10	The leaders provide resources in supporting of curriculum, instruction and assessment activities	8 185	3.7500 3.6270	.88641 1.03016	3.68
	Overall Average mean	8 185	3.4825 3.6502	3.58	

***Key*:** Mean value ≥4.50= very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤1.49= very low, P=Principal, T= teachers.

According to the data obtained from teachers and school principal respondents on Item 1 of (Table 7), which was concerning the school leader's effectiveness, coordinate the curriculum evaluation process of the school to address problems related to the curriculum, the mean value 3.6 and 3.35 was obtained from both teachers and leaders' responses with 3.52 average mean score with (SD=1.01; .46) respectively. Coordinate the curriculum evaluation process of the school to address problems related to the curriculum is rated high performance when computing with the mean set as demarcation.

With regarding to Item 2 of (Table 7), which relates to the effective school leader's advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum the mean value 3.6 and 3.35 was obtained from both teachers and leaders' responses with 3.53 average mean score with (SD= 1.01;.46) respectively. Degree of perception on whether advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum is rated high performance when computing with the mean set as high level.

Regarding from the responses to Item 3 of (Table 7), respondents rated to the leader effectiveness find teachers with the interest and capacity to further the school's efforts, the mean value 3.6 and 3.12 was obtained from both teachers and leaders' responses with 3.38 average mean score with (SD= 1.01; .35) respectively. Finding teachers with the interest and capacity to further the school's efforts, is rated moderate performance when computing with the mean set as demarcation.

Regarding Item 4 of (Table 7), the respondents were requested to rate the effective school leaders check periodically students result in order to ensure the effective implementation of the curriculum the mean value 3.6 and 3.5 was obtained from both teachers and leaders' responses with 3.84 average mean score with (SD = 1.01; .53) respectively. Effective school leaders check periodically students result in order to ensure the effective implementation of the curriculum is rated high performance when computing with the mean set as demarcation.

Regarding Item 5 of (Table 7), the respondents were requested to rate the leader's effectiveness provide adequate school facilities that enable to facilitate the teaching learning process responses the mean value 3.7 and 3.62 was obtained from both teachers and leaders' responses with 3.66 average mean score with (SD =. 99;.51) respectively. Providing adequate school facilities that

enable to facilitate the teaching learning process to improve students, academic achievement is rated high performance when computing with the mean set as high level.

Regarding Item 6 of (Table 7), Respondents rated to the leader's effectiveness continuously assist and give constructive feedbacks that improves teacher's performance in teaching the mean value 3.7 and 3.62 was obtained from both teachers and school leaders responses with 3.63 average mean score with (SD= 0.99; 0.74) respectively. Continuously assisting and giving constructive feedbacks that improves teacher's performance in teaching is rated high performance when computing with the mean set as demarcation.

Regarding the responses to Item 7 of (Table 7), Respondents rated the leader's effectiveness use coaching and mentoring to improve quality of teaching, the mean value 3.6 and 3.5 was obtained from both teachers and school leaders' responses with 3.6 average mean score with (SD= 1.01; .53) respectively. Using coaching and mentoring to improve quality of teaching to enhance students' academic achievement is rated high performance when computing with the mean set as high level.

With regarding to Item 8 of (Table 7), the respondents rated consider the leadership effectiveness provide assistance to staff in setting short-term goals for teaching and learning, the mean value 3.66 and 3,37 was obtained from both teachers and leaders responses with 3.52 average mean score with (SD = 1.09; .51) respectively. Providing assistance to staff in setting short-term goals for teaching and learning to enhance students' academic achievement is rated high performance when computing with the mean set as high level.

Regarding to Item 9 of (Table 7), the respondents rated the leader's effectiveness prevent staff from being pulled in directions incompatible with agreed goals, the mean value 3.42 and 3.62 was obtained from both teachers and leaders' responses with 3.54 average mean score with (SD= 1.05; 0.91) respectively. Preventing staff from being pulled in directions incompatible with agreed goals is rated high performance when computing with the mean set as demarcation.

Regarding to Item 10 of (Table 7), the respondents were requested to rate the leader's effectiveness provide resources in supporting of curriculum, instruction and assessment activities, mean values 3.61 and 3.75 was obtained from both teachers and leaders responses with 3.68 average mean score with (SD= 1.03; .88) respectively. Providing resources in supporting of curriculum, instruction and assessment activities to enhance students' academic achievement

is rated high performance when computing with the mean set as high level. Generally, as it was discussed clearly on the above from most of the school leaders effectiveness for improving teaching and learning program to enhance students' academic achievements in secondary school at west Wollega zone is rated as high because the overall average mean score obtained from the table 7 was 3.58 and the document analysis made also shows that there is no problem. This implies effective school leaders assist teachers and facilitate resources for the improvement of teaching and learning process or instruction to improve students' academic achievement.

4.2.2. Students' academic achievement

The dependent variable students' academic achievement was measured by grade 12^{th}students' national examination score results. The mean scores for grade 12^{th} national examination of the schools was obtained by averaging 7 subjects that students took on grade 12^{th} national examinations. The mean score was computed for each subject to the sample schools separately, and then, the total means score of the schools in total. According to the Ethiopia education and training policy (MoE, 1994), the score of 50 percent and above is considered as a pass mark. Accordingly, in this study 350 (50%) out of 700 (100%) score is considered as a pass mark (mean or average score).

The sum scores for grade 12^{th} national examination score of schools were obtained by adding 7 subjects that students took on the grade 12^{th} national examinations. The sum was first computed for an individual student on all subjects then calculated for each school and across all sample schools. To explore whether there is a statistically significant difference between the three years in students' academic achievements and whether there exists a relationship between leadership effectiveness and overall student academic achievement on the university entrance examination.

Table 8: Mean students score of university entrance examination of West Wollega Secondary schools 2009—2011E.C.

Years	No. of students	Mean	Std. Deviation	St. Error Mean	t	Df	Sig.(2-tailed)	Mean Difference	95%confidence interval of difference	
									Lower	Upper
2009	3497	342.9	59.64	1.008	339.59	3497	.000	341.89	340.9	344.88
2010	2593	356.57	41.7	0.818	435.38	2593	.000	355.75	354.96	358.17
2011	2448	341.8	32.54	0.657	519.64	2448	.000	341.14	340.514	343.094
Total	8,538	347.09	36.349	0.827	431.53	8538	.000	346.26	345.458	348.714

The above table 8 shows the mean score of the three years (2009-2011E.C) of the sample schools. The mean scores of the three years were moderate. Moreover; the mean scores of 2010 were greater than 2011 and 2009. Table 8 above presents the three years 2009-2011E.C grade 12 students' academic achievement in 8 sampled secondary schools in West Wollega zone. Data gathered from these 8 sampled secondary schools through document analysis indicates that the mean value of students' academic performance in 2009-2011 E.C. was (M=347.09 and SD= 36.349). The mean value 347.09(49.57%) of the total result indicates that the students perform to the medium level and SD result indicates that the students' results were distributed in all levels. These indicated that majority of the students scored less than 350 points and imply that the students' performance was moderate in west Wollega Zone.

Furthermore, the total university entrance national examinations mean score between the three years' schools is statistically significant. It means that, the overall students 'academic achievements of the three years have a significant difference. Therefore, it is possible to conclude that the result showed that, there exists a relationship between school leadership and students' academic achievement. Inline of this Hallinger and Heck (1998) conducted a study exploring the relationship between leadership and students' academic achievement and their results showed leaders have an indirect, but measurable, effect on how well students achieve in

their schools and school leadership has a significant and positive relationship with student achievement.

4.2.3. The Correlation between Leadership effectiveness and students' achievement

Pearson's correlation coefficients test was used to calculate the relationship between leadership effectiveness and students' academic achievement. The correlation between school leadership effectiveness measured by the indicators (setting and realizing school vision, promoting teachers' professional practices, and improving teaching and learning program) and academic achievement. The relationship between leadership effectiveness and students' academic achievement was presented and analyzed by using Pearson correlation coefficient in the following table.

Table9: The relationship between leadership effectiveness and students' academic achievement.

School Leadership Effectiveness		Students' academic achievement
Setting and realizing school vision	Pearson correlation	.700
	Sig. (2-tailed)	.000
	N	193
Promoting Teachers' professional practices	Pearson correlation	.653
	Sig. (2-tailed)	.000
	N	193
Improving Teaching and learning program	Pearson correlation	.674
	Sig. (2-tailed)	.000
	N	193
Grand Mean	Pearson correlation	.675
	Sig. (2-tailed)	.000
	N	193

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

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

Based on the table 9 above, the results indicate that there is a significant and positive correlation between overall leadership effectiveness and student achievement ($r = .675^*$, $n=193$, $p < 0.045$). It is important to note that although there is a significant relationship between the two variables, the correlation coefficient is moderate.

Accordingly, the finding of the study revealed that there is moderate statistically significant positive relationship exists between leadership effectiveness setting and realizing school vision and students' academic achievement (r=.700*, n=193, $_{p=0.000}$).

On the other hand, the finding of the study revealed that there is moderate statistically significant positive relationship exists between leadership effectiveness promoting teachers' professional practices and students' academic achievement (r= .653*, n=193, p=0.000). In addition, the finding of the study revealed that there is moderate statistically significant positive relationship exists between leadership effectiveness improving teaching and learning program and students' academic achievement (r=.674*, n=193, p=0.000).

In general, the finding of the study revealed that there is a moderate, statistically significant positive relationship exists between aggregate leadership effectiveness measures and students' academic achievement (r=0.675*, n=193, $\rho<0.045$,). In general, dependent variables like; students' academic achievement (r=0.675*, n=193, $p<0.045$); independently had moderately positive correlation with school leadership effectiveness. This implies that when leadership dimension is well managed academic achievement is in a highly improved. This implies that

Leadership effectiveness is positively correlated with students' academic achievement in secondary schools of west Wollega zone. These results also agreed with theoretical base with ones (e.g., Tschannen-Moran, 2004; Lapidot, Kark& Shamir, 2007, Hoy&Tschannen-Moran, 2003; Field, 2008). The relationship between school leadership effectiveness and student achievement was that the principals were able to set and realize school vision, promoting teachers' professional practices and improving teaching learning process that focused on high achievement and overall school goal. The findings suggested that school principal's effectiveness in the study may have recognized the need to work hard in order to enhance students' academic achievement and focus should be on the development of qualified and experienced teachers with strong school leadership effectiveness abilities to improve learning and students' achievement.

4.2.4. Effects of leadership effectiveness variables on students' academic performance

Regression analysis was applied to identify the effect of leadership effectiveness on students' academic performance.

Table10: Regression analysis of leadership effectiveness variables on students' academic performance**.**

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675	.456	.453	.582

Predictors: (Constant), Extent of leadership effectiveness in setting and realizing school vision, promoting teachers' professional practices, and improving teaching and learning programs.

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.273	.157		1.7	.097
	Setting and realizing school vision	.765	.56	.700	13.5	.000
	Promote teachers' professional practices	.72	.060	.653	11.9	.000
	Improving the teaching and learning program	.659	.052	.674	12.6	.000

Independent variable: leadership effectiveness

As can be seen from Table 10 above, the analysis indicated that setting and realizing school vision (β=.700, p=.000) which indicates that setting and realizing school vision significantly predict the students' academic achievement in grade $12^{th}_{national}$ examination result in secondary schools of west Wollega zone. In addition, promoting teachers' professional practices (β=.653, p=000) which indicates that promoting teachers' professional practices significantly predict the students' academic achievement. Moreover, teaching and learning programs significantly predicts the students' academic performance in west Wollega zone secondary schools (β=.674, p=0.000). Generally, leadership effectiveness measures have significant effect on students' academic achievement. The independent (constant) 'β' level were greater than zero and imply that there is resultant effect of leadership on students' academic performance. In general, setting and realizing school vision (β =.700) has greater effect on students' academic performance, improving teaching and learning program (β =.674, p=0.000) predicts on the second-place that effect on students' academic performance, and promoting teachers' professional practices (β =.653, p=0.000) has effects on students' academic performance on the third place in this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMANDATIONS

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

The basic questions concerning the relationship between school leadership effectiveness and students' academic achievement of grade 12^{th} national examination score result in government secondary schools of west Wollega zone, Oromia Regional State had been the central concern of this study. To find answers for these questions, the researcher appliedboth quantitative and qualitative research method, correlational design specifically Pearson correlation to examine the relationship between leadership effectiveness and students' academic achievement and regression analysis was used to predict effect of leadership effectiveness variables on students' academic achievement. Data was obtained from the sampled respondents through questionnaire, interview and documents analysis. In the process, questionnaires were prepared for the selected sample respondents. In order to complete the questionnaire, 195 teachers and school principals were selected by using simple Random sampling and census sampling techniques respectively.

5.1 Summary

The study was carried out in eight sampled secondary schools of west Wollega zone. The purpose of this study was to examine the relationship between leadership effectiveness and students' academic achievement in government secondary schools of west Wollega zone Oromia Regional State. In addition, the current status of students' academic performance was assessed and the type of relationship exists between leadership effectiveness and students' academic achievement was examined using Pearson's correlation coefficient and regression analysis to predict effects of leadership effectiveness variables on students' academic achievement in secondary schools of west Wollega zone.

Finally, the study made an effort to come up with suggestions and recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered:

1. To what extent school leaders contributed in setting and realizing school vision to enhance students' academic achievements in secondary schools of west Wollega zone?
2. How does school leadership effectiveness promote teachers' professional practice to enhance students' academic achievement?
3. To what extent do school principal's effectiveness improve teaching and learning program to enhance students' academic achievements in secondary schools at west Wollega zone?
4. Which leadership effectiveness variable significantly predicts students' academic achievement?
5. To assess if there is there significant relationship between leadership effectiveness and students' academic achievement?

The data were collected through questionnaire, interview and document analysis. Questionnaire helps to get factual information from the large number of respondents within short period of time and it was administered for teachers and school principals' because they had more understood about the practice to fill questionnaire with the opinion to answer items, interview for department heads and document analysis of grade12th students' national examination results to complement the questionnaire. Questionnaires were piloted and distributed to the respondents. Out of the 195 questionnaires dispatched to school leaders and teachers, 8(100%) school leaders and 185 (98.93%) teachers returned with the total return rate of 193(98.97%). Both quantitative and qualitative researchmethod, descriptive statistics and correlational design was adapted to the association or relationship between the variables carry out the study. Data obtained from different sources were analyzed by statistical tools and interpreted using descriptive statistics involving percentage, frequency, mean, average mean, standard deviation and inferential statistics such as Pearson correlation and regression analysis were used in this study.

5.2. Major Findings

Based on the analysis above the following major findings were drawn.

5.2.1 The extent of leaders' effectiveness

The study found out that the extent of school leadership effectiveness in secondary schools of west Wollega zonewas satisfactory.The school leadership effectiveness interms of setting and realizing school vision to enhance students' academic achievements was moderate and, hence, school leadership effectiveness is high practiced. Regarding to their principals' leadership effectiveness, it was identified that the respondents agreed which means they positively practice. School principal leadership effectiveness for setting and realizing school vision to improve students' academic achievement in secondary schools of west Wollega zone is rated as high because the overall average mean score obtainedwas (M= 3.6, SD=1.0995) and the document analysis concerning this issue has no problem.

Additionally, regarding school principal effectiveness to promote teachers' professional practice to enhance students' academic achievement is rated as high because the overall average mean score obtained was (M= 3.57,SD=0.8286) and the document analysis made also shows that there is no problem.

Furthermore, the leadership effectiveness in terms of improving teaching and learning program to enhance students' academic achievement is rated ashigh because the overall averages mean score obtained was (M=3.58, SD= 0.8056)and the document analysis has no problem. Generally, the grand mean of leadership effectiveness dimensions (setting and realizing school vision, promoting teachers' professional practices and improving teaching learning process) is rated as high because the overall average mean score obtained was(M= 3.58,SD=0.9112) and the document analysis has no problem. These imply that the extent of leadership effectiveness in secondary schools of west Wollega zonewas satisfactory.The school leadership effectiveness insetting and realizing school vision, promoting teachers professional practices and improving teaching and learning program was highly practiced in west Wollegazone secondary schools to enhance students' academic achievement.

5.2.2 Students' Academic Achievement

The study revealed that majority of the students (49.75%) scored (M= 347.09 SD=36.35) points and it pointed out that the students' performance was medium in West Wollega zone.The number of students who promoted the grade12th national examinations was significant compared to the numbers of students who took the examinations in the indicated three years (2009-2011 E.C.) and it was differ from school to school (M=347.09 and SD= 36.35). The mean value of the total result indicates that the students perform to the medium level and SD result indicates that the students' results were distributed in all levels. These imply that majority of the students scored less than 350 points and suggest that the students' performance was moderate in west Wollega zone.

5.2.3 Relationship between leadership effectiveness and student academic performance

The study revealed that there is significant, moderate and positive relationship between leadership effectiveness and students' academic achievement in secondary schools of West Wollega zone. A correlation coefficient (r) which showed the direction of association between the variables was summarized. Pearson Correlation Coefficient was used to establish the relationship between school leadership effectiveness and students' academic achievement. There was a positive relationship between the school leadership effectiveness and students' academic achievement (r=.675*, n=193, p<0.045).The study further revealed that there is a moderate, statistically significant positive relationship exists between setting and realizing school vision and students' academic achievement in the secondary schools of West Wollega zone (r=.700*, ρ=.000)). On the other hand, the study revealed that there is a moderate, statistically significant positive relationship exists between promotingteachers' professional practices and students' academic achievement in the secondary schools of West Wollega zone (r= .653*, ρ=0.000).Finally,the study revealed that there is a moderate, statistically significant positive relationship exists between improving teaching and learning program and students' academic achievement in the secondary schools of West Wollega zone (r= .674*, ρ=0.000).

Accordingly, the findings of the study indicated that there was indirect relationship between school leadership effectiveness and student's academic achievement.Effective school leaders indirectly promote students' learning by motivating their teachers (Leithwood, 2008).Additionally, in line of this Hallinger and Heck (1998), conducted a study exploring the

relationship between leadership and students' academic achievement and their results showed leaders have an indirect, but measurable, effect on how well students achieve in their schools and school leadership has moderate, significant and positive relationship with students' academic achievement.

5.2.4 Leadership effectiveness variable predicting students' academic achievement

The study found that leadership effectiveness variables have significant effect on students' academic achievement in secondary schools of West Wollega Zone.The study revealed thatsetting and realizing school vision (β =.700, p=0.000)has greater effect on students' academic performance. In addition,improving teaching and learning program (β =.674, p=0.000) predicts on the second-place that effect on students' academic performance, and promoting teachers' professional practices (β =.653, p=0.000) has effects on students' academic performance on the third place.

In general, the findings specifically demonstrated the dimensions of school leadership effectiveness in setting and realizing school vision, promoting teachers' professional practice and improving teaching and learning program in the schools sampled schools have a thorough understanding to set and realize school vision, promote teachers' professional practice and improve teaching and learning program as a means to enhance students' academic achievement, leadership effectiveness measures havesignificant effect on students' academic achievement in secondary schools and focus should be on the development of qualified and experienced teachers with strong school leadership effectiveness abilities to improve learning and students' achievement.

5.3. Conclusions

In this study, the relationship between leadership effectiveness and students' academic achievement in the secondary schools of west Wollega Zone was examined. Based on the analysis of the data and the major findings of the study, the following conclusions were derived in relation to basic questions of the study:

The study findings concluded that secondary school leadershipeffectiveness in setting and realizing school vision, promotingteachers' professional practices and improving teaching and learning programs to enhance students' academic achievements in all the sampled secondary

schools and school leadership effectiveness was entirely high. This indicates that effectiveness was sufficient but the existence of problems which hinder the performance of principals in each sampled secondary school.Leaders ought to work more on setting and realizing school vision for the students' academic achievement.

The students' academic achievement in secondary schools of West Wollega zone was medium. Stakeholders demand high academic achievement of their students. However, most students score medium points in national examinations in secondary schools of West Wollega zone. Given the benefits of effective leadership, it is important to understand how the secondary school leaders who have demonstrated effective leadership learned to do so. It is also critical to identify efficient strategies to train other school leaders so they can adapt leadership practices in their school contexts. Moreover, it is necessary to design effective professional development programs for school leaders and to continuously cultivate their leadership capabilities in order to improve the students' academic achievement.

There is a moderate, statistically significant positive relationship exists between leadership effectiveness measures and students' academic achievement. Leadership effectiveness is positively correlated with students' academic achievement in secondary schools of West Wollega Zone. This study suggests that effective school leadership is essential in enhancing students' academic achievements.

Leadership effectiveness variables significantly predict the students' academic achievement in secondary schools of West Wollega zone. Among leadership effectiveness measures setting and realizing school vision and improving teaching and learning program has greater effect on students' academic achievement in secondary schools of West Wollega zone.However, promoting teachers' professional practices predict the students' academic achievement at lower level compared to other leadership effectiveness measures. This shows that there are different leadership factors which highly or significantly contribute to students' academic achievement in addition to these leadership effectiveness measures.

In general, the study revealed that there was moderate, significant, positive and indirectrelationship betweenschool leadershipeffectiveness and students' academic achievement. School leadership may indirectly affect students' academic achievement through, promoting teachers' professional practices, improving teaching and learning processes, setting and realizing school vision,school goalsandleadership effectiveness measure variables predicts the students' academic achievement and focus should be on the development of qualified and experienced teachers with strong school leadership effectiveness abilities to improve learning and student's achievement.

5.4. Recommendations

Based on the analysis of the data and the major findings of the study and the conclusion, the following recommendations were forwarded so that government secondary school leadership could be effective to improve students' academic achievements.

1. For effectiveness of school leadership on students' academic achievement, the school leaders are advised to do their best in setting and realizing school vision to enhance student's achievement by participating concerned stakeholders in secondary schools.
2. Secondary school leaders need to clearly communicate the school vision with all concerned school communities by avoiding the perceived negative perceptions and work together to achieve it as a common destination point for the school communities by creating conducive situation.
3. Secondary school leaders recommended that school leaders should strengthen teachers' professional practices to accomplish tasks and improve teaching and learning program to achieve students' academic results.
4. REB and ZEO should create and facilitate training sessions, seminars and workshops on elements of effective leadership in order to provide the school leaders with current information that will in turn enhance students' academic achievement and to fill the gap and capacitate the school leaders. Furthermore, the woreda education office ware advised to assign school leaders those who were trained in school leaders and those who have the second degree.

5. Woreda Education Office in collaboration with the school leaders are advised to create awareness in order to provide teachers with current information and update them for the better academic achievement of the students in the school and focus should be on the development of qualified and experienced teachers with strong school leadership effectiveness abilities.
6. On top of that schools' principals are strongly recommended to undertake a strategic visioning whereby the leaders and the stakeholders create a vision for the school.
7. Although, this research may have outcomes of the study were not completed as it was initially anticipated. Therefore, the researcher recommends those who want to conduct further study on the leadership effectiveness on students' academic achievement in the secondary schools.

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Appendices

Appendix A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled out by School principals and Teachers

Dear Respondents:

I am a postgraduate (MA) student of Jimma University, Ethiopia. I am carrying out a study on the title: The Relationship between Leadership effectiveness and students' academic achievement in secondary schools of west Wollega zone. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is designed to gather information on the relationship between leadership effectiveness and students' academic achievement in secondary school principals. The researcher will use the information gathered through this questionnaire for strictly academic purpose. Your careful and honest responses determine the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential. Please read the instructions and each item in the questionnaire carefully before you give response.

Thank you in advance to your kind cooperation!

Note: No need of writing your name.

Each question has its own instruction to follow. You have to return the questionnaire to the person for which you received as soon as possible after completion.

Personal information

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

Name of the school_____ Woreda_____

1. Your role in school: Principal ☐ Teacher ☐

2. Male ☐ Female ☐

3. Age: a.26- 30 b ☐ 35 c. ☐ 0 d. 41 – ☐ e. 46-5 ☐ f .51 – ☐ g. Above ☐

4. Work experience in teaching a. 1 -5 ☐ b. 6 – 10 ☐ c. 11 – 15 ☐ d. 16 – 20 ☐ e. 21 – 25 ☐ f .26 – 30 ☐ g. 31 and above ☐

5. Level of educational attainment at present. a.B.ADegreeb.M ☐ Degree

Leadership Effectiveness

II. Direction: - Read each statement carefully. Then make (X) mark under the word that indicates the extents to which you are agree or disagree with the statements engaged with the specific job behaviors or practices described. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1= strongly disagree

1. Extent of effective school leaders contributed to set and realize school vision to enhance students' academic achievement in secondary schools of west Wollega zone.

No.	Items	Rating scale				
		5	4	3	2	1
1	The leaders identify and include stakeholders in the process of developing a shared vision					
2	The leaders frame the school's goals in terms of staff responsibilities for meeting them and students' academic achievement.					
3	The leaders communicate the school 's vision and goals effectively to staff, students and parents in order to have common understanding and shared value					
4	The leaders set high expectations and articulate a vision focused on high levels of learning for all students and teachers.					
5	The leaders use data on student academic performance whendeveloping the school 's goals					
6	The leaders allocate resources for the proper implementation and achievement of school vision and goals.					
7	The leaders identify goal areas that promote high levels of achievement for all students and staff					
8	The leaders articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement					
9	The leaders establish clear and concrete strategic goals of the school with participation of the staff and work towards highest academic achievement of students					
10	The leaders shared vision widely, clearly understood and supported by all staff.					
11	The leaders develop a set of a clear annual school-wide goals focused on students learning and academic achievement					

2. Extent of effective school leaders promotes teachers' professional practices to enhance students' academic achievement in secondary schools of west Wollega zone.

No.	Items	Rating scale				
		5	4	3	2	1
1	The leaders identify training needs of teachers and plan staff professional development					
2	The leaders encourage teachers to involve in action research undertaking and promoting arrange of CPD experiences in among all staffs.					
3	The leaders facilitate mentorship program for new employed teachers and encourage teachers to take part in various short-term training					
4	The leaders develop a mechanism by which competent teachers share their experience of teaching methodologies with their colleague/friends in the stuff.					
5	The leaders differentiated professional development to meet the needs of individual teachers					
6	The leaders deepen teachers' content knowledge by professional development to improve quality of education and students' academic achievement.					
7	The leaders provide professional development ongoing opportunities for teachers to work with colleagues to improve teaching practice					
8	The leaders evaluated professional development results and communicated to teachers					
9	The leaders encouraging staff to think of learning beyond the academic curriculum					
10	The leaders providing or locating resources to help staff improve their teaching					
11	The leaders regularly observing classroom activities and working with teachers to improve their teaching.					

3. Extent of effective school leaders improves the teaching and learning program to enhance students' academic achievement in secondary schools of west Wollega zone.

No.	Item	Rating scale				
		5	4	3	2	1
1	The leaders coordinate the curriculum evaluation process of the school to address problems related to the curriculum.					
2	The leader's advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
3	The leaders find teachers with the interest and capacity to further the school's efforts					
4	The leaders check periodically students result in order to ensure the effective implementation of the curriculum					
5	The leaders provide adequate school facilities that enable to facilitate the teaching learning process					
6	The leaders continuously assist and give constructive feedbacks that improves teacher's performance in teaching					
7	The leaders use coaching and mentoring to improve quality of teaching					
8	The leaders provide assistance to staff in setting short-term goals for teaching and learning					
9	The leaders prevent staff from being pulled indirections incompatible with agreed goals					
10	The leaders provide resources in supporting of curriculum, instruction and assessment activities					

Appendix B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for Department Heads

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

Thank you for your cooperation!!!

Part I: - General Information and Personal Data of Head Department

1.1. Your subject of specialization and your service year in this school?

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

1. As a school leader, what are your roles and functions in setting and realizing clear school vision?
2. As an instructional leader how do you promote teachers' professional practice, like giving training and evaluating teachers and students?
3. As a school leader, how do you provide support for teachers in teaching and learning program?
4. Do you think the leadership employed brought changes on students' academic achievement in this school? If your response is yes, how do these leaders influence students' academic achievement?
5. What about the attitude and stands of teachers to wards to enhance student's academic achievement?
6. Is there relationship between school leaders and students' academic achievement

Appendix C

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Guide for Document Analysis and observation checklist

Name of the school_____ Woreda_____

No	Items	No	Yes
1	Are there records lists show that students' academic results scored on the entrance national examinations of grade 12th the year of 2009—2011E.C.		
2	Do the schools have written predetermined task description and job specification for each leaders and other place of duty at each level?		
3	Do the schools have record on the regular base concerning different academic issues like: meeting agenda, conference videos, training materials or videos?		
4	Documents Analysis on Results of Grade 12 students on entrance national exam from the school roster from 2009--2011 E.C		
5	Is there a list of documents that reveals percent of the students who took the entrance national exam and have scored pass mark to the university according to the promoted policy?		

Thank you very much in deed for your cooperation!

Appendix-D

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Grade 12th national examination meansscore results of the three years.

Year	Number of students	Mean	St. Deviation	Std. Error Mean	T	Df	Sig. (2tailed)	Mean Difference	95%Confidence Interval of the Difference	
									Lower	Upper
2009										
2010										
2011										
Total										