PRACTICES OF PRINCIPAL LEADERSHIP IN IMPROVING STUDENTS ACADEMIC ACHIEVEMENTS IN JIMMA ZONE SECONDARY SCHOOLS

BY

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APPROVAL SHEET

This is to certify that the thesis titled "*Practices 0f Principals Leadership in improving Students' Academic Achievements in Jimma Zone Secondary Schools*" has been submitted to Jimma University College of Education and Behavioral Sciences Department of Educational Planning and Management for oral examination with our approval as an advisor.

Approved by the Examining Committee

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External Examiner   Signature   Date

DECLARATION

The researcher hereby declares that the thesis under the title, *"Leadership practices of principals in Jimma Zone Secondary Schools "* is his original work and acknowledges it with complete references.

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ABREVETIONS AND ACRONYMS

AM. Average Mean

DH: Department Head

FGD: Focus Group Discussion

MOE: Ministry of Education

MT: Mean value of Teachers

PTA: Parent-teacher Associations

SD: Standard Deviation

SPSS: Statistical Package for Social Science

WEO: Woreda Education Office

ABSTRACT

The main purpose of this study was to find out practices of principal leadership in Jimma zone secondary schools. A descriptive research design was employed to conduct this study. A total of 177 respondents participated. A simple random sampling technique was used to select the sample respondents for the study. Data was gathered by using questionnaires, interviews, and FGD. Both qualitative and quantitative data analysis methods were employed. The questionnaire data was quantitatively analyzed using percentage, weighted mean, and standard deviation. Data obtained through an interview, an open-ended questionnaire, and FGD were analyzed qualitatively by interpreting the results. The findings of the study showed that principals showed little attention to managing classroom activities in their leadership practices. Based on these findings, the study recommends that secondary school principals focus on improving their leadership practices through creating awareness by involving stakeholders Besides, to increase their students' achievement. It is strongly recommended that school principals give attention to activities and defend things that come other than these responsibilities through continuous discussion with concerned bodies.

CHAPTER ONE: INTRODUCTION

This part of the thesis serves as a stepping stone for the researcher and hence, it has different sub topics. These include; background of the study, statements of the problem, objectives, significance, and delimitation of the study, limitation of the study, operational definition of the key terms and finally organization of the study.

1.1. Background of the Study

Leadership, and especially principals' leadership practices have been the object of study since the late 1960s, but the concept of leadership is neither unanimously defined nor has a consensus been reached on its actual role and actual relevance within the school environment. Good leadership can certainly contribute to school improvement by abetting the motivation, participation, and coordination of the teachers; recent studies have widened the range of action of school leadership research to the various organizational levels: school managers, department heads, coordinators, teachers, and distributed leadership that could yield a higher impact on student achievement than what has yet been shown (Daniele Vidoni, et al., 2007).

Globally, it has been found that effective school leaders develop school climates and cultures that help motivate both the students and teachers, leading to the creation of better teaching and learning environments that are more conducive to higher levels of student achievement. Besides, in most school systems, the school principal is required by the systemic authorities to improve student learning and is held accountable for it by building commitments to develop a shared vision for motivating and energizing the teachers and students (Ross & Gray, 2006; Mulford, 2003). Moreover, extensive studies in developing countries demonstrate that particular leadership styles of school leaders could have positive impacts on teaching and learning environments and processes, leading to improvements in student performance and academic achievements. Thus, it is clear that the school leadership provided or shared by a school administrator is one of the key factors in enhancing school performances and student achievements (Atieno E., 2013).

The necessity of principal leadership practices, the importance of reinforcing learning as the core business of education in the new era, and the new accountability trend in educational reform and policy, have given rise to a growing research interest in principal leadership. Consequently, over the past 20 years, the indirect relationship between principal leadership and student achievement has been widely investigated. The focus of the scholarship in the

field has somewhat shifted to identify and test significant mediators or paths between principal leadership and student achievement (Huang Wu, 2020).

As described by scholars, for many decades, the principal has been used to perform management routine tasks like planning, organizing, monitoring, and evaluating. These tasks are evidenced in giving orders, dealing with the school budget, arranging classroom timetables, and monitoring the attendance and absence of teachers and students. Those tasks are still considered and are still seen as important. However, with the advent of major changes in education and the changing prospects for the graduates needed for the new economy, this view of the roles of the principals has changed. Today, schools are faced with not only an abundance of knowledge and technological movements in all fields, but also many challenges to an effective learning process (Al Hosani, 2015).

There is evidence that school leadership practices have a significant influence on students' achievement. The size of the leadership effect on the achievement of students varies depending on the education school leaders to assist students. Therefore, a measurable relationship exists between principal leadership practices and student achievement. Therefore, the inspiration for this study arises from the researchers' interest in investigating and addressing the problem and finding a possible solution that will help to curve the existing situation concerning principal leadership practices and students' academic achievement (Berhanu, 2016). The relationship between principals' effectiveness and students' academic achievement is debatable. There have been inconsistent findings in the studies on how school leadership is related to students' academic achievement. Some studies claim that principals can have a significant positive impact, be it direct or indirect, on school improvement in general and student academic achievement in particular (Branch et al., 2013; Louis et al., 2010) cited by (Dessalegn, Bekalu, & Frew, 2016).

To support this argument, Berihun (2017) further elaborated that principals who are assertive instructional school Leaders promote high expectations for students by continuously focusing on instruction and emphasizing the importance of academics and student achievement. These behaviors can positively change or enhance a school's environment and positively enhance student achievement. Making schools more effective requires building and reshaping the hidden and taken-for-granted rules that govern day-to-day behavior. Besides, effective performance is concerned with results that impact societal and school needs. The school principal's leadership efforts are the cause of increased academic performance outcomes,

punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without the school's principals' contributions because they are the backbone of the school system. They have the power to influence the outcome of events (Tewdros, 2020).

However, to the researcher's knowledge, the practices of principal leadership regarding students' academic achievement in secondary schools have not been well studied before. Thus, the researcher is interested in assessing the practices of principal leadership in improving success in some secondary schools in the Jimma.

1.2 Statement of the Problem

The effectiveness of school principals in contributing to students' achievement remains a topic of debate that has yet to be resolved. According to Berihun (2017), principals' leadership practices have influence over many aspects of schools' functions. For instance, empowering teachers and students as well as other members of the school community or sharing power and responsibility for teachers, counseling and guiding staff and other school employees and students to reinforce and promote student achievement. However, for a long time, the relationship between principal leadership practices and student achievement has not been widely investigated, and this could make it challenging for many schools to improve students' academic achievement. Consequently, this study was conducted to identify principals leadership practices in Jimma Zone secondary schools.

Despite other problems, the poor leadership practices in secondary schools, as experienced by the researcher himself and other prior researchers, was one of the major problems. Although several previous studies were conducted on principals' leadership practices, this study was different from other scholars' work in the methodology employed, objectives, and other related aspects of the study. This study was conducted to fill these research gaps by identifying the relationship between principals' leadership practices and students' academic achievement. Fundamentally, a variety of studies related to this study have been conducted by several scholars before in other different areas. For example, a study entitled "The relationship between leadership practices and students' achievements in three governmental secondary schools" was conducted by Berhanu (2017) and the finding identified that poor performances of principals in various curricular issues resulted in a level of students' educational achievement. On the other hand, another similar study was conducted by Aggehu (2018) entitled, "Principals' leadership practices and students' academic achievement in

general primary schools, and the finding of the study identified that principals' leadership practices and students' achievement have both direct and indirect relations. Another similar study was conducted by Tewdros Tesema (2020) entitled "Leadership for School Improvement," which rarely deals with leadership practices and students' academic achievement:

1. What are the principals leadership practices implemented in Jimma Zone secondary schools?
2. What are the leadership styles practiced by secondary school principals in Jimma Zone secondary schools?
3. To what extent do secondary school principals perform their leadership roles to improve students' academic achievements in Jimma Zone secondary schools?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of the study was to find out principals leadership practices in in Jimma Zone Secondary schools.

1.3.2. Specific Objectives of the Study

The specific objectives of this study were:

1. To find out principals leadership practices in Jimma Zone secondary schools.

2. To find out the leadership styles practiced by secondary school principals in secondary schools of Jimma Zone

3. To explore the extent to which secondary school principals are responsive to improving students' academic achievements in Jimma Zone secondary schools.

1.4. Significance of the Study

The findings of the research are helpful to school leaders who are interested in improving student achievement. Besides, it has got the potential to recognize a structured and updated system of leadership by amplifying the effectiveness of learners. The study is significant in diverse ways. Firstly, the findings of the study could create awareness among education authorities and secondary school principals to improve students' academic achievements in the study area. Besides, the findings of the research are helpful for school leaders who are interested in improving students' academic achievement. Principals would use the

information to understand their leadership practices and how they affect students' academic achievement.

Moreover, the finding of the study can help other researchers as a source for those who want to conduct further studies in the area of the role of a principal's leadership practices.

1.5 Delimitation of the Study

In the Jimma Zone, there are 90 secondary schools. However, this study was limited to only four secondary schools selected from the Jimma Zone. The researcher selected Seka secondary school, Sekoru secondary school, Serbo secondary school, and Dimtu secondary school due to their manageability and budget scares. The researcher limited his study to four secondary schools included in the study, considering their population size, seniority, and manageability for the study under investigation. Delimiting the study was also done through teachers and school leaders as respondents. Thus, these facts can help the researcher assess principal's leadership practices of four governmental secondary schools. Hence, the present study confined itself to exploring the practices of principal's leadership practices in secondary schools particularly in the specified study area.

1.6 Limitation of the Study

This study, like other studies, was not free from limitations. Covering a large population size to get more credible information was very challenging. The researchers' limitation of experience in conducting research was also a problem, due to time and financial problems that they faced while conducting the study. So, to overcome these problems, the researcher had to plan and arrange additional time frames with the subjects of the research to get appropriate data from the informants of the study.

1.7 Operational Definitions of key Terms

The following terms are used by the researcher to connote the following definitions:

Academic Achievement: The overall school's score for all subjects obtained from 2011's standardized national examinations is used to measure the academic achievement of students. (Sergiovanni, 1995).

Leadership: Leadership is a process whereby a principal influences teachers and students to achieve school goals. The art of mobilizing others to want to struggle for shared aspirations (Kouzes & Posner, 2007).

A leadership style is the ability to move a group towards a common goal that would not be met if a leader had not been there (Graham, 1997).

Principal: A school's instructional leader who must be provided with adequate personnel assistance and training in order to assume the instructional leader role in a public school (Sergiovanni, 1995).

School leaders: supervisors, principals, department heads, unit leaders, and senior teachers who participate in the leadership of teaching-learning and management (Sergiovanni, 2001).

Secondary schools: refers to school teaching grades general education (9-12) (MOE, 2002).

Student achievement is an assessment of student performance in a given discipline or skill area. Student achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students (Cayetano (2003).

1.8. Organization of the Study

This study was organized into five chapters. The first chapter was the study's introduction, and it covered the following topics: the study's background, a statement of the problems, the study's objectives, the significance of the study, the scope of the study, and the study's limitations. The second chapter deals with various reviews of related literature that had a relationship with the study. Chapter three focuses on research design and methodology. This further describes the population of the study, sample size and sampling technique, data collection tools, data analysis and interpretation methods, and ethical considerations. The fourth chapter of the thesis deals with the presentation of the findings and discussion of the results, while the last chapter deals with the summary, conclusion, and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

This chapter focuses of various review of the related literature which was related to the current study. The chapter highlights about Concept of Leadership, theories of Leadership, roles of School Principals, leadership Practices in Secondary Schools types of Leadership Styles, leadership Styles and Students' academic Achievements, conceptual models of principal Leadership Effects on Students' Academic Achievements educational leadership models

2.1. Concept of Leadership

Leadership is a process in which one individual influences a group of individuals to achieve a common goal. A leader is someone who influences, establishes goals, and guides others to achieve those goals. According to Cayetano (2003), there are many different definitions of leadership. Concepts recognized by most as being essential to leadership help in its definition. These concepts are that leadership is a trait, ability, skill, behavior, relationship, and process. Cayetano (2003) views leadership as the effective management of energy. He posits that organizations that are not thriving entities lack luster because they are being led by individuals who are not dynamic. He advocates for school leaders to manage their energy as well as that of their followers to ensure that organizations operate effectively and efficiently.

Depending on the country's contexts, the concept of leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, we use them with a difference in emphasis. An often-quoted phrase is, "managers do things right, while school leaders do the right thing." While leadership involves steering organizations by shaping other people's attitudes, motivations, and behaviors, management is more closely associated with the maintenance of current operations (Moorman, Deborah, and Beatriz Pont, 2008). Successful school leadership is one of the key conventional terms where the success of a school is being celebrated.

Based on the above scholars' findings, it can be concluded that school leadership is viewed through different concepts.

Questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century (Yukl, 2008), cited in Seyoum Ararso (2014). As per the scholar's explanation, even though leadership history was not

substantiated by scientific research until the twentieth century, it seems to have a very long history, as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures, no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously. One of the main reasons is the extensive number of definitions for this term. Leadership in that context pursues effective performance in schools because it not only examines tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion, and remuneration (Samuel, 2012).

As it can be implied from the above scholar's findings and study results, leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context.

School leadership can encompass people occupying various roles and functions such as principals and assistant principals, supervisors, leadership teams, school governing boards, and school-level staff involved in leadership tasks (Addisu, 2006). School leadership is not something new or intrusive to worry about. It is what it always has been; the application of reason, logic, and values to the achievement of educational objectives via the development of available resources (Holmes, 1993).

Based on the above scholars' views, it can be implied that school leaders are those people occupying various roles in the school's goals. Besides, school leaders are viewed as holding the key to resolving a number of problems currently facing schools.

2.2. Theories of Leadership

2.2.1. Trait Theories of Leadership

The study of special traits of school Leaders emerged from the belief that leadership and abilities such as intelligence were inherited. In addition to intelligence other factors such as birth order, status and liberal parents highly correlate with leadership abilities (Carlson, 1996). According to Dereli M (2003) trait leadership theory claims that leadership ability is inborn. This approach dominated the study of leadership up to the 1950s. It tried to define any distinguishing physical or psychological characteristics of the individual that explains the behavior of leaders.

2.2.2. Contingency Theory

This theory was developed by Fred Fiedler (1964) focusing on the style of leadership that is most effective in particular situation. It recognized that the style of leadership that was most effective depended up on the context in which the style was applied. In his, research "Fiedler" defined two basic leader personality traits: task and relationship motivation. Task-motivated school Leaders gain satisfaction from the performance of task; while relationship motivated school Leaders gain satisfaction from interpersonal relationship. Fiedler viewed task versus relationships as leader traits that was relatively constant for any given person (Singano A., 2015). This theory emphasizes that there is no one best way to manage and that it depends on various situational factors, such as external environment, technology, organizational characteristics, characteristics of a manager and subordinates. This theory can be primarily applied to management issues such as organization design, job design, motivation and leadership style.

2.2.3 House's Path-Goal Theory

Path-goal theory focuses on how school Leaders influence followers' expectations. Robert House, the originator of the theory, proposes a model in which leader behavior is acceptable when employees regard it as a source of satisfaction (Kreitner & Kinicki,1995). In addition to this, leader behavior is motivational when it eliminates factors that hinder goal accomplishment; provides guidance and support to the employees, and grants meaningful rewards in return for success. House claims that the leader should stay on the right path to achieve challenging goals. In contrast to Fiedler, who supports that school leaders have one dominant leadership style, House believes that school Leaders can display more than one.

2.2.4. Educational Leadership Theory

Sergiovanni (1994) claims that educational administration borrows its fundamental concepts for thinking about the structure and coordination of schools; rules and regulations within a school; leadership and how it works from organizational theory which itself derived from management theory. It adopted such terms as quality, productivity and efficiency and its strategies to achieve them.

Moreover, it has borrowed its theories of human nature and motivation from economics which asserts that human beings rely on self-interest and seek to maximize their gains and minimize their losses. Furthermore, he declares that the ways in which we

understand schools and view leadership depends upon whether we regard them as communities or societies .

In a community individuals relate to each other by intrinsic meaning and significance. There is no expectation of a reward or benefit. However, in a society individuals relate to each other in order to reach some goal or gain benefit. By adopting community as a theory, schools should be restructured not by brick and mortar but by ideas and relationships.

2.3. Roles of School Principals in Improving Students' Academic Achievement

To provide professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improving standards of learning and achievement. The head-teacher provides vision, leadership, and direction for the school and ensures that it is managed and organized to meet its aims and targets. As described by scholars, traditional views of school leaders as special people who set the direction, make the key decisions, and energize the troops are deeply rooted in an individualistic and non-systematic world view. At the same time, effective school leaders are distinguished by their vision and passion and by their capacity to bring a critical spirit into the complex and demanding job of headship, whilst at the same time focusing on staff and pupil performance and on classroom pedagogy (Daniele Vidoni et al., 2007).

School leadership, classroom management, and the delivery of instruction are the most important factors in student learning. Teachers need initial and continuing professional development to have a positive impact on student learning.

Based on the above scholars' views and findings, it can be concluded that the roles of school principals are critical in implementing effective school reform and in sustaining its effects. Researchers have long struggled to identify and describe what it is that effective principals do to cause them to be successful. Numerous sources substantiate the importance of principal leadership in effective schools. This implies that a successful principal is a skillful communicator who is especially effective in keeping the school's mission, goals, and beliefs alive within the organization.

Besides, the above argument implies that effective school leadership is essential to students' academic achievement. The above argument also describes that school leaders need to have

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excellent core knowledge, recognize effective instructional strategies, and understand content pedagogy and classroom management as they can have a profound influence on students' achievement in positive ways.

2.3.1. Assisting Student Learning

Successful school leadership makes important contributions to the improvement of student learning (Leithwood and Riehl, 2003). There are a multitude 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. 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.

From the evidence presented above, it is clear that there is definitely certain evidence as school leadership has significance influence on students' achievement.The size of leadership effect on achievements of student varies depending on the dedication of school leaders to assist student. It is clear that, based on this a measurable relationship exist between leadership and student achievement. In fact, leadership is one of the largest contributors to student achievement out of all the identified school related factors that have any influence on student achievement what so ever.

2.3.2. Setting High Expectations

Effective school principals use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment (Berihun, 2017).

From the above finding it can be concluded that When the school principals develop a strong, clear, shared vision, and focuses resources and attention on the overall improvement of the organization, the results are positive changes in student outcomes at all.

2.3.3. Monitoring of Students' Progress

Progress monitoring of students can be defined as a practice that uses student performance data to help teachers to continuously assess the success of their teaching and therefore be able to make better informed instructional choices. Monitoring of students" progress is also a technique that is used in order to provide teachers with data on students" achievement so as to evaluate the effectiveness of their instruction and make amendments in their pedagogical performance. When teachers monitor students" progress, it helps them to set important student achievement goals which leads to taping into greater student learning prospective.

From the above point of view it can be interpreted that student achievement can be significantly influenced when a school's principals adequately monitor students' progress in their leadership practices.

2.3.4. Establishing a Vision for Learning

According to Cayetano (2003) Principals are responsible to provide instructional leadership that establishes a vision for learning. Such vision must be clear to all members of the institution, faculty as well as students and all must be involved in its implementation. It must include the creation of a community of learners who collaborate to achieve goals. This vision must also include facilitating a school culture that insists on high expectations from teachers, students and community stakeholders. It must be conducive to both student learning and professional growth of staff, and it must lead to school improvement in a way that addresses the needs of the students and engages the community in activities geared towards collaboration for student success.

2.4. Principals Leadership Practices and Students academic Achievement

It was noted that principal's leadership is critical to the achievement of students. Huff, Lake, and Schaalman (1982) investigate the relationship between aprincipal'sleadership traits and student achievement. Their findings support the hypothesis that principals in high-performing schools have different attributes than their counterparts in low performing schools. For example, they found that in high-performing schools, principals have stronger affective traits and cognitive analytical skills. They also found high-performing principals to be more focused and involved with change. Effective leadership is a multi-sided process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes (Berihun Hayelom, 2017).

Schools today face a plethora of challenges when it comes to improving student achievement, yet research has identified one constant that stands at the forefront of overall school success: the school principal. Principals' leadership practices are directly linked to practices that are tied to achievement. One such practice is a "can-do" attitude, which is keenly centered on fostering an environment where every student can and will learn. Another example is developing and maintaining a high-quality teaching workforce (Rodriguez, A., 2019).

The relationship between principals' effectiveness and students' academic achievement is debatable. There have been inconsistent findings in the studies on how school leadership is related to students' academic achievement. Some studies claim that principals can have a significant positive impact, be it direct or indirect, on school improvement in general and student academic achievement in particular (Dessalegn, Bekalu, and Frew, 2016).

However, other scholars described how the principal's leadership is critical to the achievement of students. For example, Huff, Lake, and Schaalman (1982), cited in Berihun H. (2017), investigate the relationship between a principal's leadership traits and student achievement. Their findings support the hypothesis that principals in high-performing schools have different attributes than their counterparts in low-performing schools.

There are corresponding indications confirming the principal leadership as the most influential position from which to shape the very learning environment that makes student learning possible. Schools that had a principal who ranked high on promoting a positive school climate were significantly correlated with higher student achievement. This paralleled the findings of numerous other researchers, whose results indicated principals did not directly impact student achievement. They could influence it indirectly, however, by how they led and interacted with other people, events, and organizational factors such as teacher commitment, instructional practices, or school culture (Anne C., 2014).

Scholars determined that principal leadership can have a significant, yet indirect, impact on student outcomes. For example, a principal can impact classroom instruction, but indirectly through the development of a school climate rather than through direct supervision of classroom practices. Given that a principal is generally not involved in the direct delivery of instruction, the behavior of the principal, especially when supportive, collegial, and not overly restrictive, can have a positive impact on student achievement through the impact this behavior has on school climate and thus his or her teachers (Agegnehu, 2018).

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In summary, the findings above show that principals in high-performing schools have stronger affective traits and cognitive analytical skills. This does mean high-performing principals have to be more focused and involved with change.

2.5. Leadership Practices in Secondary Schools

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Edward ,2018). Student achievement can be significantly influenced when a school's principal , creates a vision which establishes high expectations for student learning; , ensures attainable and measureable common goals that will facilitate attainment of the vision are set; and , makes certain all of the work taking place within the organization has as its focus and purpose the attainment of the vision and goals.

2.5.1. Setting Directions (Motivation)

Effective school Leaders visualize and believe in the attainability of what could be (Kouzes & Posner, 1995). Successful school Leaders clearly, confidently, and passionately visualize the results they intend to achieve before they attempt to lead others forward. "A good vision establishes a beacon of light that both the leader and the followers can latch onto and use to guide them from the day-to-day minutia that potentially can sidetrack even the most pure of heart" (Richter, 2003,). "Schools and teachers with strong academic optimism have students who are highly motivated because of challenging goals, strong effort, persistence, resilience, and constructive feedback" scholars found these qualities are also characteristics of the work of successful principals who develop academic optimism among their staff by cultivating a culture that enables and encourages problem solving, rather than punishing their staff for failures.

2.5.2. Developing People (Ability)

As described by scholars that most of what individual schools are is directly related to the work of its people. Effective school Leaders assume this and strive to develop the human resources in their schools. Intellectual stimulation, individualized support, and modeling appropriate values and practices are the three tasks Leithwood et al. (2004) associates with this category of effective leadership practices. Besides, as described by scholars finding ways to ensure the people within the organization have a strong base of knowledge and skills

matched to the job they are expected to perform is an essential task for the effective leader. Building capacity in an organization's people not only includes increasing their knowledge and skills but also includes nurturing their ability to apply those skills in new and challenging circumstances (Anne C., 2014).

While clear and compelling organizational directions contribute significantly to members work related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions. Such capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles, Lord and Maher, (cited Tewdros (2020) as well as the organizational context within which people work.

2.5.3. Redesigning the Organization (Setting)

As illustrated by scholars that all organizations are perfectly designed to achieve the results they are getting .True organizational change begins by looking within and being open to the possibility of changing how we see ourselves, our working relationships, and the world in which we operate. If a leader expects his organization to produce acceptable results, he must take a thorough and critical look at the design of the organization for which he is responsible and make structural changes which will maximize the environment and its workings to ensure the motivation and skills of his workers are maximized. In Leithwood et al. (2004) effective school leadership model this meant building a collaborative work culture, creating organizational structures that support the work, forming relationships with the families of students and the community at large, and connecting the school with its wider environment.

2.5.4 Managing the Instructional Program (Stability)

Managing the instructional program as leadership practices include four tasks. These include; staffing the instructional program; monitoring the progress of students and the schools improvement strategies ;buffering staff from un productive external demands for attention; and allocating resources to foster the schools improvement (Ann C., 2014).

2.5.5 Improving Instructional   Practice

Principal practices in this area are focused on staffing programs, providing instructional support, monitoring school activity, protecting staff from distractions to their work, and aligning resources. This area is the leadership practice that has the most direct impact on students, compared to the other three categories (Leithwood et al., 2012).

2.6. Types of Leadership Styles

Leadership, in a classic study that attempted to find out whether different groups behaviors result of different styles of school Leaders behavior that appeared to characterize three known styles: Authoritarian Democratic, and Laissez faire styles. According to Lewis's in Sosik & Dinge experiment, the most effective style is democratic. However, excessive autocratic style led to the revolution while under Laissez faire approach people were not coherent in their work and didn't put energy that they did when being actively led. Moreover, effective leadership depends on the leader's styles and the school level school Leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles (Seyoum, 2014).

According to Ayene (2016), a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The concept of a principal's 'leadership style' is familiar to administrative staff for there are many textbooks and literature that deal with it. The scholar further elaborated that, a principal's leadership style has an effect on teachers as well as students. As depicted by   scholars, there were different types of leadership styles existing in work environment. Advantages and disadvantages exist within each leadership style. The culture and goal of organization determine the leadership style fits the organization best. Most organization offer several leadership styles within organization, dependent upon necessary tasks to be completed.

2.6.1 Democratic Leadership Style

Democratic leadership refers to a situation where there is equal work among school Leaders and followers. According to Teshome (2017), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, school Leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and school Leaders try to be objective in giving praise and criticism.

Bedsides, as illustrated by Singano (2015) democratic leadership style is a form of leadership that occur when school Leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group, and when they stir their employees to look beyond their own self- interest for the good of the group.

Goleman (2000) as cited in Teshome (2017) also states that school Leaders using a democratic style of leadership build consensus through participation, and these school leaders also expect a higher level of excellence and self-direction. These school leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. Furthermore, a democratic leadership style is a style that can motivate "humanness," "teamwork" and "participation" of workers. Democratic or participative leadership is used by school Leaders to involve employees in the managerial task giving guidance and support. It is also one of the most convenient styles that allow employees to present their ideas or opinions freely in the organization for which they are working (Ayene , 2016).

2.6.1.1 Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001) cited in Teshome(2017). House (1997) as cited in Ayene(2016) indicates that the directive style of leadership entails telling followers what needs to be done by giving them suitable directions. This includes giving the subordinates timetables of specific work to be performed during a specific period of time. This type of leadership style may be used when the task is unstructured and complex and the followers are inexperienced and it increases the followers' sense of security and control and is, therefore, appropriate to the specific situation. It is also most effective when people are unsure of the tasks they have to perform "or when there is a great deal of uncertainty" within their working environment.

2.6.1.2 Supportive Leadership Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the wellbeing and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001) cited in Teshome(2017).

It states that a supportive leadership style is used when a leader takes the needs of the subordinates into account, showing concern for their welfare and creating a friendly working environment. The benefit of this style is to increase the followers' self-esteem and make the jobs assigned to the followers more attractive. This approach can be best utilized when the work is stressful and tiresome (Ayene, 2016).

2.6.1.3 Participative Style

According to Somech (2005) cited in Ayene(2016) points out that a participative leadership style refers to a leader who discusses work-related aspects with his/her followers and takes their ideas or suggestions into account in order to make a decision and to take a particular action. The scholar further postulates that this leadership style is best suited to situations when the followers are talented and when their suggestions are needed and when they are able to share their ideas freely. This style would also be effective when the situation is unstructured and the willingness of followers to control their environment is strong. The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Teshome, 2017).

2.6.1.4 Consultative Style

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by subordination, especially when the manager decides on majority rules principle (Owens Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brown well 1985).

2.6.1.3 Achievement-Oriented Style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

2.5.2 Autocratic Leadership Style

If a leader exercises an autocratic or authoritative leadership style, he/she shows consistent behavioral patterns involving acting alone and making unilateral decisions. An autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers; focusing his/her attention on the product instead of making human needs the center of attention (Ayene, 2016). According to Singano(2015) autocratic leadership style is a style in which the leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. The leader has a vision in mind and must be able to effectively motivate their group to finish the task. In terms of this type of leadership style, all decision-making processes are leader-cent red, since school Leaders do not allow any suggestions or initiatives from subordinates. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision.

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader (De Cremer, 2006) cited in (Ayene, 2016).

From the above scholars' views it can be concluded that autocratic leadership style is leadership style in which school Leaders beliefs that his/her decision would be taken as golden rule and should never question and cannot be interrupted by anyone and their followers are bounded to work or follow the rules.

2.6.3 Laissez-Faire Leadership Style

According to Teshome (2017) the laissez faire leadership style is where all rights and power to make decision is fully given to follower's .It was first described by Lewin, Lippitt and White in 1939, along autocratic and democratic leadership styles. Laissez-Faire leadership is when school Leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods.

Laissez-Faire leadership style is sometimes described as a "hands off" leadership style because the leader provides little or no direction to the followers. Laissez- faire style of leadership has the following characteristics: it allows followers to have absolute freedom to make decisions concerning the completion of their work or ask the leader questions and provides the followers with the materials they need to accomplish their goals and answers the followers" questions (Singano, 2015).

As described by Teshome (2016), laissez-faire school leaders are characterized by a passiveness, hands-off role, very little guidance from leaders, leader allows complete freedom for followers to make decisions, no burden on the group team members, members are expected to solve problems on their own and less chance of the leader being unpopular, and school Leaders provide the tools and resources needed. The laissez-faire leader believes in freedom of choice for the employees, leaving them alone so they can do as they want.

From the above finding it can be viewed that laissez-faire leadership is not governed by strict policies or procedures nor does a single leader make all the decisions which is much more relaxed and is based on a leader's confidence in others' abilities.

2.6.4. Laissez-faire Leadership Style and Students Achievement

The school leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Here communication flows horizontally among group members. In institution where laissez-faire leadership style is practiced students' performance has some implications that may be negative as it affects the school working environment. For example in a situation where teachers have to set examinations during a given period there may be dalliance in evaluation and feedback and no action taken. For such students may also relax due to the prevailing situations since they do what they want. This can have adverse influence on the performance of students in examinations (Shortridge K., 2015).

2.6.5. Instructional Leadership Style

Instructional leadership, although often not a well-defined concept, is perhaps one of the most popular leadership styles in education today. According to (Samuel, 2012) the concept of instructional leadership is still in line with the needs and requirements of policy, research and management and practice of school leadership. According to Hichman(2017) instructional school leaders provide their educators with necessary resources, as they ensure teachers have

adequate materials and facilities to successfully educate the students they serve. Additionally, instructional school leaders actively support teaching and learning by modeling desired behaviors and actively participating in professional learning. The ability to communicate effectively is another trait instructional leader possess; these school Leaders promote a positive school climate and boost morale by ensuring their presence is visible throughout the school and in classrooms on an ongoing basis.

Instructional leadership does not mean that the principal runs the schools and that teacher's give up their professional autonomy and individual freedom. Rather it is illustrated that effective leader's lead through dedication, not authority, and staff follows because they share the leader's vision. Scholars identified that the behaviors associated with instructional leadership positively influence classroom instructions (Alamu A., 2018). Nowadays, instructional leadership are being accountable and unlike the customary management function like planning, organizing ,allocating resources, creating equilibrium, controlling etc., the present function of leadership mostly focused on developing and communicating mission and purpose, motivating and inspiring of followers towards the achievement of shared goals(Tigist, 2018). The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more instructional, democratic and participatory leadership (Tigist, 2018).

2.6.6. Personnel Development Style

According to MoE(2018), personnel development style, representing leadership practices that promote training and development of teachers i.e. providing recognition for excellence and achievement, rewarding teachers for their special contributions, encouraging the professional development of teachers, registering outstanding performance of teachers, making informed recommendations to personnel placement, transfer, retention and dismissal, complimenting teachers who contribute exceptionally to school activities, informing teachers about possibilities for updating their knowledge and skills.

2.7. Leadership Styles and Students' Academic Achievements

2.7.1. Democratic Leadership Style and Students' Achievement

In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Elizabeth O., 2013). Mostly the institutional climate and internal environment allow for interactions which breed

high team spirits, cohesion and adherence to the institutional ethos. It is common in such schools to find suggestion box, notice board magazines and councils. These encourage students and teachers to work towards the attainment of the set goal as they freely express their feeling concerning the school. The staff becomes more collaborative and the social commitment to one another is great as they work towards common goals (Elizabeth O., 2013).

2.7.2. Autocratic Leadership Style and Students' Academic Achievement

Basing on a global perspective, autocratic leadership style also referred to as authoritative leadership is the leadership style where by the leader either gives no explanation when giving an order. According to Elizabeth O. (2013), in schools where this style is used, the staff, students or subordinate lack motivation and they show less involvement in their work.

2.7.3. Transformational Leadership Style and Students' Achievement

Transformational leadership is based on the belief that where people are committed to decisions which they participate in, they will exercise self-control, self-direction and be motivated (Cole, 2002). Such school Leaders most probably can enhance the motivation, morale and performance of staff through a variety of mechanism.

In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational principals, both the head and teachers use the term "our school" in reference to the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making (Elizabeth O., 2013).

From all the above style as it is generally believed that students' future layer and their academic achievements exceedingly depends on the success of schools in effectively carrying out their objectives and the role of principals as instructional leadership is still in the state of transition from administrative emphasis to more democratic leadership style.

2.8. Educational Leadership Models

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by school Leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Berihun Hayelom, 2017). Sergiovanni, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others. Moreover, the western and African models collectively suggest that concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood, but relatively weak empirical support for these constructs and also artificial distinctions or ideal types, in those most successful school leaders are likely to embody most or all of these approaches in their work.

2.8.1 Transformational Leadership Model

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which school Leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Berihun, 2017).

Transformational leadership is another model that has been overwhelmingly discussed over the last three decades. It has been promoted as the ideal leadership style for principals since the mid-1990s, and a number of studies have emerged to test how transformational leadership would benefit student achievement (Huang Wu, 2020). As described by Huang Hu (2020), the effects of transformational leadership on student achievement are more likely to be indirect rather than direct.

Sun and Leithwood (2012) cited in Huang Hu (2020), documented a weak positive relationship between principal transformational leadership and student achievement. However, they also suggested that some transformational leadership practices, such as building collaborative structures and providing individualized consideration, make much larger contributions to student achievement than others.

2.8.2 Instructional Leadership Model

According to Shortridge K. (2015) Instructional leadership generally refers to school-based leadership that places improved teaching and learning at its core. This concept includes the specific actions the principal undertakes to assess instructional improvement needs, manage improved instruction, and maintain high expectations for the quality of instruction. First and foremost, the notion that the principal is responsible for instruction and student achievement because instructional school Leaders maintain a climate of high expectations for students and teachers. The dimension focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students (Shortridge K., 2015).

As a result of calls for accountability, instructional leadership emerged in the early 1980s and focuses predominantly on school principals' role in instruction and curriculum The construct that is most frequently used representing instructional leadership in the leadership effectiveness studies was developed by Hallinger and Murphy (1985), which defined instructional leadership through three components: defining the missions, which includes framing and communicating school goals; managing the instructional program, which requires principals to supervise and assess the instruction, coordinate the curriculum, and monitor student progress; and promoting a positive school learning climate, which suggests principals should protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Huang Wu, 2020).

2.8.3. Distributed and Collaborative Leadership Model

Distributed leadership suggests the decision-making authority should be distributed and spread across schools and emphasizes the collaborative decision making of all school personnel (Gumus et al., 2018). Despite slight differences in the measures of principal leadership, those studies identified and shared three vital dimensions of distributed leadership: shared school governance, which encourages shared vision, broad participation, and shared accountability for student learning, collaborative decisions focusing on educational improvement, and broad participation in efforts to evaluate the school's academic development.

2.8.4. Ethical/moral Leadership

Ethical/moral leadership is also a notable leadership model in educational research. Gumus et al. (2018) argued that "it was inevitable that ethical leadership fostering moral values would become an important component of educational leadership research". Caring leadership proposed by Louis et al. (2016) is a type of moral leadership. Caring leadership consists of two aspects: the core elements of caring and the enabling conditions for caring. The core elements of caring in schools are attentiveness, motivational displacement, situationality, mutuality, and authenticity. The enabling relational condition of caring includes deeper and longer relationships, trust, continuity, and a sense of belonging.

2.8.5. Participative Leadership Model

This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of Site based management, leadership is potentially available to any legitimate stakeholder (Leithwood et al., Berihun , 2017). The scholars also points to the importance of a participative approach. According to him, Participative leadership will succeed in bonding stuff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

This types of leadership focuses on democracy in schools and on the sharing of decision making within them (Coleman & Earley, 2005). Leadership is distributed among the teachers. This helps to create a co-operative atmosphere in the schools. Schools become more democratic through the practice of participative decision making and actions. Leadership requires participation from everyone so that all members are engaged in creating a meaning and acting on that meaning.

2.9 Conceptual Models of Principal Leadership Effects on Students' Academic Achievements

As illustrated above, previous researchers have conducted detailed literature reviews that summarized several models related to the principal effect on school effectiveness: direct effect model, indirect effect model, reciprocal effect model, and moderated model. Others have found that the effect of principal leadership on student achievement is dependent on the choice of the model (De Maeyer, 2007; Hallinger & Heck, 1998) cited in Huang Wu (2020).

2.9.1 Direct-Effect Model

The direct-effect model values principal work that directly impacts students. In the early 1980s, the direct-effect model was popular among the principal effect studies (Hallinger & Heck, 1998) cited in Huang Wu (2020). Critics argued, however, that this model tells little about how principal leadership operates in a school, and the researchers adopting this model were unable to produce consistent evidence of leadership effects on student outcomes (Hallinger & Heck, 1998). As a result, nowadays, many researchers tend to ignore the direct effect when modeling principal ship effect. As described by the scholars that failing to define principal leadership in a broad way can result in the dimensions that are directly related to student academic achievement being ignored.

2.9.2 Indirect-Effect Model

The indirect-effect model discloses what is hidden in a black box between principal leadership and student outcome. Up to now, a great number of studies have examined this indirect link and researchers adopting this model have identified many school process variables that potentially mediate the relationship (Huang Wu, 2020).

In regard to the above arguments, Leithwood et al. (2010) identified four distinct paths along which principal leadership flows to influence student learning: rational path, which refers to the "technical core" of schooling, that is, teaching, learning, and curriculum; emotional path, which describes the individual or collective emotional feeling of school members , such as belonging, esteem, and self-actualization; organizational path, which covers the official and structural elements of schools; and family path, which includes the family-related factors.

2.9.3 Moderated-Effect Model

The moderated-effect model specifies that the effects of principal leadership are influenced by school contextual variables. This model is in accordance with the contingency theory of leadership. The contingency theory contends that the leader's effectiveness on an individual follower or an organization is contingent upon the internal or external contextual variables (Huang Wu, 2020). The scholar argued that "the suitability or effectiveness of a particular leadership model is linked to factors in the external environment and the local context of a school. Thus, leaders' behavior must consider all aspects of the current situation and context. However, only a few studies have empirically adopted a moderated-effect model to examine the effects of principal leadership on student achievement.

The above leadership goal in short signals that trust among school members impacts the relationship between principal instructional leadership and student achievement.

2.9.4 Reciprocal-Effect Model

According to the study conducted by Heck & Hallinger (2010a) cited in Huang Wu 2020), shows that the reciprocal effect model proposes that the leadership effect is "a process of mutual influence.. The finding of these scalars further described that the reciprocal effect model to examine the mutual influences of principal collaborative leadership, school improvement capacity, and student academic achievements because changes in principal leadership were positively related to subsequent changes in student academic achievement through changes in school improvement.

From the above arguments it can be implied that principal leadership affects school process, and student achievement, and these changes in school process and student achievement may subsequently influence principal leadership.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The purpose of this study was to identify principal's leadership practices in Jimma Zone secondary schools .Thus; this study employed a descriptive research design which includes both quantitative and qualitative techniques. This is because, descriptive research design is a fact finding study with adequate and accurate interpretation of the findings (Creswell, 2012). Therefore, it's rational to say this research was a typical descriptive of its type and the researcher believe that these approaches is appropriate to answer the research questions.

3.2   Research Method

The method which was employed in this research was a mixed approach (quantitative and qualitative research methods) to assess the practices of principal leadership in improving student academic achievement in Jimma Zone secondary schools. Since the research design was descriptive, survey research design was used to collect the quantitative data, while interviews and focus group discussions were used as qualitative data for the study. Due to, the study intended to assess the role of principals' leadership practices in improving students' academic achievement. Thus, the method was preferred on the grounds that it enables the collection of reliable and tangible information on the role of principals' leadership practices in improving students' academic achievement.

3.3 Population and Study Area

In all, there are 21 woredas and 90 secondary schools in the Jimma Zone. This study was conducted in Jimma Zone, secondary schools, specifically four selected woredas. However, the researcher randomly selected four woredas to conduct the study. These include: Tiro Afeta woreda, Kersa woreda, Seka woreda, and Sekoru woreda. These woredas were selected randomly to conduct the study. From the selected woredas, the researcher randomly selected four secondary schools to conduct the study.

3.4 Sample size and Sampling Techniques

3.4.1 Sampling Technique

It is difficult to manage and conduct the study in all the secondary schools of the selected zone. It is important to determine and identify the number of sample woredas, secondary schools, and respondents. Thus, four secondary schools, which mean one school from each woreda, were selected using a simple random sampling method. These secondary schools

were Dimtu secondary school, Sekoru secondary school, Seka secondary school, and Serbo secondary school. The selection of these woredas and secondary schools was based on their spatial distribution in the zone, their representativeness, and the relative ages of the schools. There were 182 secondary school teachers in the selected secondary schools. Consequently, from the study area, the sample size of the selected school teachers was determined using a sample size formula with a 95% level of confidence and 5% level of precision or sampling error developed by Kothari (2004) and used as;

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

Where n=sample size is needed for the study.

N=total population,

e = level of precision (sampling error) =5% (0.05) with the given level of 95% confidence level.

This was; $\mathbf{n} = \frac{\mathbf{182}}{\mathbf{1 \pm 182(0.05 x 0.05)}} = \frac{182}{1.455} = 124$ secondary school teachers) were selected for the study. Not only this but also the researcher selected 12 (100%) of principals, 4 cluster supervisors (100%) of them, 4 unit school Leaders (100%), 12(44.4%) PTAs, 16(100%) of department heads, and 12(100%) representatives of teachers association using purposive sampling method. Thus, the researcher selected 184 respondents (124 secondary school teachers and 60 school leaders) to conduct the study.

3.1. Summary of total respondents, Sampling methods, and Samples size Selected from the Sampled Secondary Schools.

No	Name of Woredas	The Selected school	Respondents	Total	Sample selected	percentage
1	Tiro Afeta Woreda	Dimtu secondary school	Teachers	42	28	66.6%
			Principals	3	3	100%
			Basic teachers	3	3	100%
			PTAs	7	3	43%
			DH	4	4	100%
			Cluster supervisor	1	1	100%
			Unit leaders	1	1	100%
2	Kersa Woreda	Serbo Secondary school	Teachers	50	34	68%
			Principals	3	3	100%
			Basic teachers	3	3	100%
			PTAs	7	3	43%
			DH	4	4	100%
			Cluster supervisor	1	1	100%
			Unit leaders	1	1	100%
3	Seka Woreda	Seka Secondary school	Teachers	45	31	69%
			Principals	3	3	100%
			Basic teachers	3	3	100%
			PTAs	7	3	43%
			DH	4	4	100%
			Cluster supervisor	1	1	100%
			Unit leaders	1	1	100%
4	Sekoru Woreda	Sokoru Secondary school	Teachers	45	31	69%
			Principals	3	3	100%
			Basic teachers	3	3	100%
			PTAs	7	3	100%
			DH	4	4	100%
			Unit leaders	1	1	100%
			Cluster supervisor	1	1	100%
Total number of respondents				**258**	**184**	**71.2%**

Key; T=Total, SS=sample Selected, Pr. V Pr. = Principals and Vice principals, DH= Department heads

3.5 Source of Data

3.5.1. Primary Sources of Data

The researcher used primary source of data to conduct the study. Primarily, the sources of data were the respondents' answers, the results of the interview, and observation.

3.6.   Data gathering tools

Here the researcher used three data gathering tools to conduct the study. These include; questionnaire, interview and focus group discussion. In conducting the study there is a need for triangulation in order to search both for accuracy of the data and alternate explanations. From a qualitative perspective, the process of data gathering method is complex because of the notion of social constructivism or it takes a subjective rather than an objective view of the world (Creswell, 2012*).*

3.6.1. Questionnaire

The researcher prepared both adopted and self-developed questionnaires for both teachers and school leaders. Among the school leaders, the researcher presented a questionnaire for principals, teachers' representatives, and department heads. The questionnaires were prepared for the respondents of the study in English. The researcher prepared the questionnaires for 124 secondary school teachers and 40 school leaders. Accordingly, the five (1–5) point Likert scale items (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree) and other Likert scales such as; 5 = very high, 4 = high, 3 = medium, 2 = low, and 1 = very low) were used and distributed for the respondents to rate their perspectives to identify principals leadership practices particularly in Jimma Zone secondary schools.

3.6.2. Interview

The researcher presented interview questions for secondary school principals and supervisors. The semi-structured interview consists of seven specific and defined questions that are determined ahead of time, but it also allows for some elaboration in the questions and answers. The researcher used semi-structured interviews to collect necessary information from 4 secondary school principals and 4 cluster supervisors in the sampled secondary schools in the study area to double-check the information obtained through questionnaires and focus group discussion (FGD) results. This is because the researcher asked certain major

questions, but each time they altered the sequences to probe more deeply and overcome a common tendency for respondents to anticipate questions.

3.6.3. Focus Group Discussion

Self-developed and adopted questions were designed for this study to collect data from 12 PTA representatives and four-unit leaders. Then, the researcher divided them into groups in each school, and 2 hours of discussion time for each group in each secondary school was set. In light of this, to supplement the data obtained through the questionnaire, the researcher conducted a focus group discussion using eight open-ended questions that related to the practices of the principals' leadership in improving students' academic achievement. All the questions were prepared in the English version and translated into Afan Oromo for discussion purposes. However, the English version was used for analysis and interpretation. So, the respondents discussed it in Afan Oromo.

3.7. Procedures of Data Collection

To answer the research questions raised, confirm, cross-validate, and verify findings within a study, the research passed through a series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews, and focus group discussions. Having received letters of authorization from Jimma University, the researcher directly went to each sampled secondary school according to the schedule outlined. The purpose of the study was made clear and understandable to all respondents in the study area. Any communication with the relevant bodies was done with their consent and without causing harm or jeopardizing their personal or institutional well-being. Not only this, but also the researcher has given special consideration to the collected data while analysis was taking place.

3.8. Method of Data Analysis and Interpretations

Depending on the nature of the variables, quantitative as well as qualitative data analysis methods were employed. After collecting and coding the collected information, the researcher analyzed the questionnaires using the SPSS statistical data analysis method version 20.

3.8.1. Quantitative Data Analysis

The quantitative data were statistically analyzed using SPSS software and presented in tables, percentages, and t- test. The Likert-type items, which were designed to identify respondents' views about the practices of principals particularly in some selected Jimma Zone secondary schools, were used accordingly. Accordingly, frequency, mean, standard deviation, and percentage scores are used to analyze the quantitative data. According to Oxford (1990) mean score interpretation, the mean value below 1.00 was very low/strongly disagree with the issue, the mean value 1.1 to 2.49 was low/disagree, the mean value 2.5 to 3.49 was moderate, the mean value 3.5 to 5.00 was high/strongly agree with the issue raised, and the mean value more than represents very high/strongly agree with the issue raised. Furthermore, the findings of the study were depicted using mean value and tabular description, which were statistically analyzed by SPSS software Version 20.0.

3.8.2. Qualitative Data Analysis

The data collected from interviews, open-ended questions on the questionnaire, and focus group discussion were analyzed and interpreted qualitatively by interpreting them. The researcher analyzed the practices of secondary school principals' leadership in improving students' academic achievements. The interview results were attentively studied by the researcher. When starting to analyze interview results, the researcher first deeply understood the respondents' idea by repeatedly listening to the recorded voice. Then, he revised and wrote down the interviewees' actual utterances and finally gave interpretations of their points of view. Furthermore, the interview results, having the same idea as the questionnaire results, were merged with the questionnaire analysis results to further strengthen the study. The FGD analysis results were combined with the questionnaire and interview results to support and strengthen the study.

3.9. Validity and Reliability Checks

It is very important to check the tools before administering the instrument of data collection. Thus, after some review and adjustments were made by the researcher and advisor of the paper, the questionnaire was pilot tested in Sogiddo Secondary School. To ensure the validity of the tools, they were developed under the close guidance of the advisors, and also a pilot study was carried out on 10 teachers and 5 principals, which finally tested for reliability and content validity. After the dispatched questionnaires were returned, the necessary modifications to 4 items and the complete removal and replacement of 6 unclear questions

were made. Additionally, the reliability of the instrument was measured by using a Cronbach alpha test. The reliability of the questionnaire was tested by using SPSS version 20. Based on this, the result was found to be 0.87.

3.10 Ethical Consideration

In this study, ethical considerations were put in place to safeguard human dignity and safety. Regarding the confidentiality of the information, there was nothing that the respondents suspected. That means confidentiality of the information was assured and privacy was mentioned before and after collecting data. To make this valid, the questionnaire was designed in such a way that the names of the respondents were not included. Besides, respondents of the study were informed that they had the right to participate or to decline the request to participate or to stop their participation at any time during the process of the investigation. They were requested to complete consent forms to confirm their understanding of participation and that they agreed with the arrangements made. Furthermore, participants were ensured anonymity throughout the research process, and no names or telephone numbers were not written down on the questions.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

The objective of this research was to assess leadership practices in Jimma Zone Secondary schools. This chapter presents the analysis and interpretation of data gathered from sample respondents of the study. It deals with analysis and interpretations of data obtained from respondents of the study related to leadership practices in Jimma Zone Secondary Schools.

A sample of 177 respondents (118 secondary school teachers and 59 school leaders) was used as respondents of the study in the specified study area. The questionnaires have two parts. The first part was concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study.

Questionnaires were distributed to 124 teachers and 40 school leaders. Among the distributed questionnaire, 118(95.1%) from teachers and 39 (97.5%) from school Leaders were returned for analysis and interpretation. The distributed questionnaires were accordingly filled and returned for analysis. Besides, the researcher used 12 parent teachers' assiontions (PTA) representatives, 4 units' school leaders for focus group discussion (FGD). Besides, 4 principals and 4 cluster supervisors for interview purposes. Therefore, analysis was made depending on the data obtained totally from 177 respondents (118 teachers and 59 school leaders). Similarly, data gathered from interviewees through interviews and focus group discussions were analyzed qualitatively according to the emerging themes, and the data obtained was compared to arrive at a tenable conclusion. The interview and FGD results were merged with questionnaire results to further strengthen the study.

4.1 Demographic Characteristics of Respondents

The following information particularly deals with some characteristics of the respondents of the study. This part exceedingly focuses on the age, sex, teaching experience serves in years, and educational qualification level of background are presented in the table below.

Table 4.1. Characteristics of Respondents in terms of Sex, Age, Level of Education and work experience

No	Characters		Respondents														
			Teachers		Principals		PTA		CS		DH		TR		UL		Total	
			No	%	No	%	NO	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	75	63.5	9	75	9	75	4	100	9	60	8	66.6	3	75	117	66.6
		Female	43	36.5	3	25	3	25	-	----	6	40	4	33.4	1	25	60	33.4
		Total	118	100	12	100	12	100	4	100	15	100	12	100	4	100	177	100
2	Age	<25	8	6.7	--	--	-	-	-	-	-	-	-	-	-	-	8	4.5
		26-30	25	12.6	2	16.6	--	-	-	-	-	-	-	-	-	-	27	15.2
		31-35	19	16.2	3	25	-	-	2	50	5	31.2	5	41.6	1	25	35	19.8
		36-40	22	22.8	4	33.3	2	16.6	1	25	5	31.2	2	16.6	2	50	38	21.4
		41-45	17	14.4	2	16.6	5	41.6	1	25	4	18.8	3	25	1	25	32	17.5
		>45	27	11.2	1	8.3	4	33.3	-	-	1	12.5	2	16.7	-	-	36	29.9
		T0tal	118	100	12	100	12	100	4	100	15	100	12	100	4	100	177	100
3	Educational level	Diplom.	-	-	-	-	3	25	-	-	-	-	-	-	-	-	3	6.9
		BA/BS	67	56.7	3	25	5	41.6	-	-	9	60	4	33.4	2	50	90	50.8
		MA/MSC	51	43.3	9	75	4	33.3	4	100	6	40	8	66.6	2	50	84	49.2
		Total	118	100	12	100	12	100	4	100	15	100	12	100	4	100	177	100
4	service years	<5	22	18.6	-	-	-	-	-	-	-	-	-	-	-	-	22	12.4
		6_15	46	38.9	4	33.3	5	41.6	1	25	6	37.5	5	41.6	2	50	69	38.9
		16-25	39	33.1	5	41.6	4	33.3	3	75	7	43.5	3	25	1	25	62	35
		>26	11	9.3	3	25	3	25	1	100	2	25	4	33.3	1	25	24	13.5
		Total	118	100	12	100	12	100	4	100	15	100	12	100	4	100	177	100

Key

UL = Unit Leaders

PTA=Parents Teacher Association

CS = Cluster Supervisors

DH = Department Heads

TR=Teachers Representative

As it can be seen from item 1 of the above table 4.1, 117(66.6%) of the sampled respondents were male while 60(33.4% of them were female respondents. From this table we can observe that the study was the females were dominated by males.

As it was depicted on the second item of above table 4.1 27(15.2%) of the sampled respondents were below 30 years old while 35(19.8%) of them were between 31 and 35 years old. Besides, 38(21.4%) of them were found between 36 and 40 years old as described on the above table. Yet, the table further depicts that 36(29.9%) of them were above 45 years old. From this it can be concluded that majority of the sampled respondents of the study were found above 31 years old age ranges as illustrated in the above table 4.1.

As illustrated on the third item of the table 4.1, fewer percentage of the sampled respondents were diploma holders while 90(50.8%) of them were first degree holders in different departments. The table also describes that 84(49.2%) of them were second degree holders. This implies that   majority of the sampled respondents were first degree and second degree holders. From this it can be concluded that the study was more dominated by nearly the same respondents of both first degree and second degree holders as illustrated on the above table.

As described on   the last item of the above table4.1 , 22(12.4%) of the sampled respondents served below five years while majority (38.9%) of them had between 6-15 service years' experience. Besides, the third item of table describes that 62(35%) of them had above 16 years and below 25 service years' experience. Yet, the table further illustrates that 24(13.5%) of them had above 26 year's. In, general from the table it can be concluded that majority of the sampled respondents had between 6-25 service years of experience.

4.2. Data Analysis and Presentation

4.2.1. Leadership Practices of Secondary School Principals

The following section predominantly deals with the current practices of secondary school principals in the specified study area. The data obtained from the respondents of the study concerning the practices of secondary school principals in the sampled secondary of Jimma Zone is extremely important in the analysis and interpretation of the major findings. The analysis and presentation of data entirely depended on the response rates reported by the respondents of the study. The quantitative data were statistically analysed using SPSS software and presented in tables and per cent. The mean value below 1.00 was very low/strongly disagree with the issue, the mean value 1.1 to 2.49 was low/disagree, the mean

value 2.5 to 3.49 was moderate/undecided, the mean value 3.5 to 5.00 was high/strongly agree with the issue, and the mean value more than represents very high/strongly agree with the issue.

Table 4.2. Principals' Leadership Practices related to their performances

No	Principals leadership practices related to their performances	Responde nts	N	Mea n	SD	Sig.
1.	Your principals assist students through actively monitoring students' performance in your schools	Teachers	118	3.3	1.5	.406
		Leaders	39	3.8	1.2	
2.	Your principals formulate and demonstrate the vision and long-range planning of the schools	Teachers	118	3.3	1.4	.553
		Leaders	39	3.2	1.3	
3.	Your principals discuss the school goals with teachers, students, and other stakeholders	Teachers	118	3.2	1.3	0.04
		Leaders	39	3.6	1.4	
4.	Your principals encourage sharing of ideas on instructions	Teachers	118	3.4	1.2	.056
		Leaders	39	3.3	1.5	
5.	Your principals encourage and support teachers' development and continuous learning.	Teachers	118	3.2	1.5	.075
		Leaders	39	3.3	1.4	
6.	Your Principals monitors and evaluates instructional programs	Teachers	118	3.1	1.6	.078
		Leaders	39	3.5	1.3	
7.	Your principals provide opportunities for all members of the school community to build their capacity.	Teachers	118	3.5	1.5	.124
		Leaders	39	3.6	1.2	

Note: that significant level is significantly different if p≤ 0.05 and no significantly different if p> 0.05

As it can be seen from the first item of the table 4.2, some teachers moderately agreed with moderate computed mean value (M=3.3, SD= 1.5) confirming that principals moderately assist students through actively monitoring students' performance in the sampled secondary schools. On the other hand, majority of the school highly agreed with high computed mean value (M=3.8, SD=1.2) confirming that principals highly practice this leadership with high computed mean value (M=3.8, SD=1.5) viewing that principals exceedingly assist students through actively monitoring students' performance in the schools. The statistically computed p- value (for N=157 and where P= .406) in which P>0.05) depicts that there was no statistically significant different between the views of the sampled respondents.

In response to item 2 of table 4.2, teachers moderately agreed that secondary school principals moderately formulate and demonstrate the vision and long-range planning of the schools. The result shows moderate and the computed average mean value (M = 3.3, SD=1.4). So these respondents agreed that secondary school principals inadequately not formulate and demonstrate a vision and long-range plan for the schools. On the contrary, school leaders highly agreed with moderate computed mean value (M=3.3, SD=1.2) confirming that principals moderately practice judiciously formulate and demonstrate vision and long-range planning of the schools. The statistically computed p- value (for N=157 and where P>0.05) depicts that there was no statistically significant different between the views of the sampled respondents. From this, it can be concluded that principals moderately formulate and demonstrate the vision and long-range planning in the specified study area.

As illustrated in item 3 of table 4.2, the sampled teachers rated with a moderate computed mean value (M = 3.2, SD= 1.3) with the view that secondary school principals discuss the school goals with teachers, students, and other stakeholders. Moreover, the statistically computed p- value of the response rate (for N=157, P=0.04) and in which p<0.05) depicts that there was significant difference between the views of the respondents. The interview SL05 also supports this argument. One cluster supervisor said;

> **Supervisor 1:** *There is no frequent discussion with parents, teachers, and students about the school goals here. Because there were no such trends before here and the school communities were not familiar with such practices, Besides, all activities related to the school's goals and related aspects are discussed by principals, vice principals, supervisors, and rarely with school PTA's.*

From this, it can be concluded that secondary school principals in the specified study area did not particularly discuss with students, teachers, and stakeholders about school goals in their leadership practices.

In response to the 4th item of the table, both respondents (teachers and school leaders) moderately agreed with moderate computed mean value (M=3.4, SD=1.2 and M=3.3, SD=1.5) respectively viewing that principals encourage sharing of ideas on instructions to improve teachers' method of instruction and delivery in the sampled secondary schools. Besides, the statistically computed p- value of the response rate (for N=157, P=0.056) and in which p>0.05) depicts that there was no statistically significant difference between the views

of the respondents. Based on this it can be concluded that secondary school principals moderately but inadequately encourage sharing of ideas on instructions to improve teachers' method of instruction and delivery in the sampled secondary schools of the specified study area.

Item 5, of table 4.2 above shows that teacher respondents moderately agreed with moderate computed men value (M=3.2 and SD=1.5) confirming that principals moderately encourage and support teachers' development and continuous learning. On the other hand, majority of school leaders with moderate computed mean value also agreed moderately with moderate computed mean value(M=3.3 and SD=1.4) viewing that principals encourage and support teachers' development and continuous learning in the specified study area. The statistically computed p- value of the response rate (for N=157, P=0.056) and in which p>0.75) depicts that there was no statistically significant difference between the views of the respondents. This in short implies that principals moderately encourage and support teachers' development and continuous learning in the sampled secondary schools of the specified study area.

As illustrated on the 6th item of the table4.2, teacher respondents moderately agreed viewing those principals moderately but not satisfactorily monitor and evaluate instructional programs. In contrast to this school leaders highly viewed with high computed mean value (M=3.5, SD=1.3) confirming that school principals highly monitor and evaluate instructional programs in the sampled secondary schools of the study area. Besides, the statistically computed p- value of the response rate (for N=157, P=0.078) and in which p>0.05) depicts that there was no statistically significant difference between the views of the respondents. From this I can be implied that

Item 7, of table 4.2 above illustrates that both group of respondents (both teachers and school leaders) highly agreed with high computed mean value (MT=3.5, SD=1.5 and ML=3.6 and SD=1.2) respectively confirming that principals practice their leadership of setting school goals through providing opportunities for all members of the school community to build their capacity. This finding is supported by Tamirat Tadese(2018) in which his finding identified that principals leadership practice related to school setting school goals is through providing opportunities for all members of the school community to build their capacity. The statically computed p- value rate (for N=157, P=0.124) and in which p>0.05) depicts that there was no statistically significant difference between the views of the respondents. From this it can be concluded that principals practice setting school goal leadership through delivering

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opportunities for all members of the school community to build their capacity in the sampled secondary schools of the study area.

4.2.2. Principals Leadership Practices related to problem solving

Table 4.3. Secondary School Principals' Leadership Practices on Solving Problems

No	Leadership practices on Solving Problems	Respondents	N	Mean	SD	Sig.
1.	Principals solve most of the problems according to the policies of the schools to achieve the goals	Teachers	118	3.4	1.4	.000
		Leaders	39	3.2	1.5	
2.	Principals ask students and consider their ideas before taking a decision.	Teachers	118	3.3	1.2	.000
		Leaders	39	2.7	1.3	
3.	Secondary school Principals practice high expectation leadership practices	Teachers	118	3.5	1.5	.896
		Leaders	39	3.3	1.5	
4.	The existences of building collaborative structure as leadership practices	Teachers	118	3.4	1.4	.101
		Leaders	39	3.0	1.4	
5.	The prevalence of vision identification leadership practices	Teachers	118	3.5	1.1	.000
		Leaders	39	3.2	1.5	
6.	Your principals effectively handles problems that occurs within the students	Teachers	118	3.5	1.3	.147
		Leaders	39	3.62	1.4	

As illustrated on the first item of the table 4.3, majority of the sampled teachers with moderate computed mean value (M=3.4, SD=1.4) view that that principals solve most of the problems according to the policies of the schools so as to achieve the goals. With regard to this subject matter, school leaders also agreed moderately confirming that principals solve most of the problems according to the policies of the schools so as to achieve the goals particularly in the specified study area. . However, the statistically computed p- value (for N=157 and where P<0.05) depicts that there was statistically significant different between the views of the sampled respondents. From this it can be concluded that principals in the sampled secondary schools did not solve most of the problems according to the policies of the schools so as to achieve the goals in the sampled secondary schools of the study area.

Item 2 of table 4.3 presents the majority view that principals ask students and consider their ideas before taking leadership decisions in their leadership practices with a moderate

computed average mean value (M = 2.7). Thus, they were of the view that principals do not ask students and consider their ideas before taking a decision. From this, it can be concluded that secondary school principals in the sampled schools do not ask students and consider their ideas before taking a decision. The result of the focus group discussion further supports this idea, as they described,

The result of interview further supports this idea as they described that;

Principal 3: In our leadership practices we rarely interview and ask students' into consideration when making decisions because students usually complain about their benefits alone without having further understanding about school principles. For example, many students complain when some disciplinary decisions are taken by school leaders. However such issues could not deal with any consideration because they are the issues of school principles. Consequently, we do not always take students' ideas in consideration though we sometimes practice it in our leadership practices.

From this it can be concluded that secondary school principals in the sampled secondary schools do not ask students and take their ideas into consideration before taking decision for different reasons as stated above.

As described in item 3 of the table 4.3, it is evident that secondary school principals moderately practice high-echelon leadership practices, particularly in the specified study area. The computed average mean value (M=2.7, SD=1.3) from teachers response and that of computed mean value (M=3.5, SD=1.2) confirms that secondary school principals moderately practice high-expectancy leadership practices. Moreover, the statistically computed p- value (for N=157 and where P>0.05) depicts that there was no statistically significant different between the views of the sampled respondents in the specified study area. From this, it can be concluded that secondary school principals moderately practice high expectations in their leadership practices in the specified study area.

In response to item 4 of table 4.3, teacher respondents moderately agreed with moderate computed mean value (M=34, SD=1.4) viewing that principals moderately practice collaborative building structure as leadership practices in the sampled secondary school. Besides, as it can be implied from the view of school leaders, they moderately agreed with moderate computed mean value (M=3.0, SD=1.4) confirming that principals moderately

practice building collaborative structure as leadership practices in the sampled secondary schools. The statistically computed p- value (for N=157 and where P<0.05) depicts that there was statistically significant different between the views of the sampled respondents in the specified secondary schools. From this it can be concluded that secondary school principals do not practice their leadership through building collaborative structure.

As described in item 5 of table 4.3, secondary school teachers viewed that there was high practices of vision identification leadership in the sampled secondary schools as they stated with high computed mean value (M=3.5, SD=1.2) confirming that principals highly implement vision identification as leadership practices. On the contrary, school leaders moderately agreed with the idea with moderate commuted mean value (M=3.2, SD=1.5). The statistically computed p- value (for N=157, P=.000) and where P<0.05) depicts that there was statistically significant different between the views of the sampled respondents in the specified secondary schools. From this it can be implied that identifying vision as leadership practice was not implemented in the sampled secondary schools.

The last item of the table 4.3, depicts that both group of respondents (both teachers and school leaders) confirmed with high computed mean value of teachers (M= 3.5, SD=1.3) that of school leaders (M=3.62, SD=1.4) viewing that secondary school principals effectively handles problems that occurs within the students. The statistically computed p- value (for N=157, P=.147) and where P>0.05) depicts that there was no statistically significant different between the views of the sampled respondents in the specified secondary schools. This implies that secondary school principals in the study area effectively handle problems that occur within the students. This finding is similar with the finding of Mitiku Giduma(2018) in which his finding identified that one of the major roles/function/of school principals is effectively handling problems that frequently occur within students.

4.3. Leadership Style of Secondary School Principals in the Study Area

The following table particularly deals with leadership styles that secondary school principals practice in the sampled secondary school of Jimma Zone

4.3.1. Practices of Transformational Leadership Styles

Table 4.4 Secondary School Principals' Leadership Practices of Transformational Leadership Styles.

N o	Practices of Transformational Leadership Styles	Respond ents	N	Me an	SD	Sig.
1.	Principals have a desire to use power to influence and inspire their staff to work at their maximum potential	Teachers	118	3.1	1.4	.574
		Leaders	39	3.1	1.5	
2.	Principals understands their strengths, weaknesses and tendencies	Teachers	118	3.1	1.5	.000
		Leaders	39	2.8	1.2	
3.	School principals practice coaching managerial style in their leadership practices	Teachers	118	3.5	1.3	.000
		Leaders	39	3.3	1.4	
4.	Principals develop particular styles according to underpinning traits of the workplace	Teachers	118	3.6	1.1	.07
		Leaders	39	3.3	1.4	

As it can be seen from item 1 of the above table 4.4, shows secondary school principals moderately practice transformational leadership style through moderately implementing aspiration to use power to influence and encourage their staff to work at their determined potential. The computed average mean value (M=3.1, SD=1.4) confirms as principals had moderate desire to practice it in the sampled secondary schools of the specified study area. Furthermore, school leaders also moderately agreed with moderate computed mean value (M=3.1, SD=1.5) viewing that principals infrequently practice transformational leadership through moderately implementing inspire to influence their staff to work at their maximum potential. The statistically computed p- value (for N=157, P=.57) and where P>0.05) depicts that there was no statistically significant different between the views of the sampled respondents. From this, it can be implied that secondary school principals moderately practice transformational leadership style through using dominant leadership style to influence and encourage their staff to work at their determined potential. This is similar to a

study conducted by (Mekasha, 2015) as he described that most the secondary school principals practice transformational leadership styles in schools.

Concerning on item 2 of the table 4.4, principals hardly understand their strengths and weaknesses in the specified study area. The computed average mean value (M=2.8). This was confirming that principals infrequently practice transformational leadership styles through understanding their strengths/weaknesses. From this, it can be implied that secondary school principals do not practice transformational leadership style through understanding their strengths and weaknesses.

When we see item 3 of the above table 4.4, saying that their principals rarely practice coaching and managerial style in their leadership practices. The computed average mean value (M=3.5) viewing that school principals have coaching and managerial style in their leadership practices in the specified study area. The statistically computed p- value (for N=157 and where P<0.05) depicts that there was statistically significant different between the views of the sampled respondents in the specified secondary schools. The interview result also confirms this argument as two interviewees replied as the following.

> **Supervisor 3**: *Some of us usually use language and communication to motivate different actions to reach certain goals in our leadership practices. Besides the majority of head teachers in schools are involved in the communicative action and their decisions and possibilities to influence depend on the argument's strength and sustainability.*

 From this, it can be implied that secondary school principals do not practice transformational leadership practices through implementing coaching managerial style in their leadership practices.

Regarding to the item 4 of the above table 4.4, teacher respondents highly agreed with high computed mean value (M=3.6 and SD=1.1) viewing that principals usually develop particular styles according to underpinning traits of the workplace. On the other hand, school leaders moderately agreed with the view with moderate computed mean value (M=3.3, and SD=1.4) confirming that principals practice transformational leadership style through moderately developing particular styles according to underpinning traits of the workplace. The statistically computed p- value for N=157, P=.57 and where P>0.05) depicts that there was no statistical significant different between the views of the sampled respondents. From this it

can be implied that principals usually develop particular styles according to underpinning traits of the workplace in the specified study area.

4.3.2. Practices of Autocratic Leadership Style

The following section deals with the extent to which secondary school principals practice autocratic leadership styles in the sample secondary schools of the study area.

Table 4.5: The Practices of Autocratic Leadership Styles

N o	Practices of autocratic leadership styles	Respondents	N	Mean	SD	Sig.
1.	Principals controls power without participation of members in group decisions in your schools	Teachers	118	3.0	1.4	.101
		Leaders	39	2.5	1.6	
2.	Principals dictate and control all tasks and group decisions	Teachers	118	3.4	1.3	.086
		Leaders	39	3.7	1.5	

As it can be seen from the first item of the table, teacher respondents moderately agreed with moderate computed mean value (M=3.0 and SD=1.4) confirming that principals practice autocratic leadership style through controlling power without participation of members in group decisions in the specified study area. Moreover, the table illustrates that school leaders also moderately agreed with moderate computed mean value (M=2.5 and SD=1.6) moderately agreeing with the issue.   The statistically computed p- value for N=157, P=.101 and in which P>0.05) depicts that there was no statistical significant different between the views of the sampled respondents. This in short implies that principals controls power without participation of members in group decisions in the sampled secondary schools of the specified study area.

As it can be seen from item 2 of table 5, the moderate computed average mean value of teachers (M=3.4, SD=1.3) depicts that principals moderately practice autocratic leadership style through dictating and controlling all tasks and group decisions in their leadership practices. On the contrary, school leaders highly agreed with the issue with high computed mean value (M=3.7 and SD=1.5) confirming that principals highly dictate and control all tasks and group decisions in their leadership practices in the sampled secondary schools. The statistically computed p- value for N=157, P=.806 and in which P>0.05) depicts that there was no statistical significant different between the views of the sampled respondents. The

result of FGD made with secondary school PTAs also confirmed this idea as they i supported this argument. For example FGD result depicted;

Some of our principals prefer autocratic leadership styles. For example they need to be involved in every activities of the school even where it doesn't concern them. Besides, they show some characteristics such as; punishment, orders, threat, demands, rules and regulations in their leadership styles. Consequently they receive aggressive or apathetic behavior from their subordinates though their leadership style is productive.

From this it can be implied that secondary school principals practice autocratic leadership style through dictating and controlling all tasks and group decisions in the specified study area.

4.3.3. Practice of Democratic Leadership Styles

Table 4.6.The practices of Democratic leadership styles

No	Practices of democratic leadership styles	Respondents	N	Mean	SD	Sig.
1.	Principals provide advice for members related to implementing tasks	Teachers	118	3.7	1.5	.604
		Leaders	39	3.1	1.5	
2.	Your staffs are free to choose with whom they work in your schools	Teachers	118	3.2	1.5	.000
		Leaders	39	2.8	1.5	
3.	Principals exhibit a cooperative, empowering style to include team members.	Teachers	118	3.4	1.2	.000
		Leaders	39	2.6	1.2	
4.	Principals builds trust, respect and commitment	Teachers	118	3.6	1.1	.105
		Leaders	39	2.8	1.3	

As it can be seen from the first item of table 4. 6 above, majority of teachers highly agreed with high computed mean value (M=3.7 and SD=1.5) confirming that principals practice democratic leadership style through providing advice for members related to implementing tasks accordingly. On the contrary, school leaders moderately agreed with the issue as they confirmed it with moderate computed mean value (M=3.1 and SD=1.5) viewing that principals moderately practice democratic leadership style through moderately providing advice for members related to implementing tasks. The statistically computed p- value for N=157, P=.604 and in which P>0.05) depicts that there was no statistical significant different

between the views of the sampled respondents. To support these idea interviewees also confirmed this issue. For example;

Principal 2: Most of the time as school principals we discuss with teachers, department heads, and heads of activities regarding implementing tasks. For example, either twice or more meeting and discussions is held with teachers or department heads yearly with how to implement various tasks.

Besides, to support this argument, the result of FGD held with secondary school PTA representatives and unit school leaders shows that principals implement a democratic leadership style by making frequent discussions with stakeholders on how tasks should be implemented. They added;

School principals in here usually make frequent discussions, give directions, and take comments as inputs. Moreover, they democratically and openly give hints on how to implement tasks and give further elaboration were necessary to avoid confusion to implement tasks. Therefore, different tasks are implemented cautiously and procedurally as poor works are criticized.

Based on the above arguments it can be concluded that principals in the sampled primary schools implement a democratic leadership style through providing advice and relevant support to members regarding to implementing tasks

Regarding item 2 of table 4.6, above teacher respondents moderately agreed with the issue viewing that their staffs were moderately but not adequately free to choose with whom they work in the schools. Beside, school leaders further supported the idea by viewing that staffs were moderately free to choose with whom they work in the sampled secondary schools. Moreover, the statistical computed p- value for N=157, P=.000 and in which P>0.05) depicts that there was statistical significant different between the views of the sampled respondents. From this it can be implied that staffs were not free to choose with whom they work. From this it can be implied that principals were not implementing democratic leadership style here.

As illustrated on item 3 of table 4.6, teacher respondents moderately agreed viewing that principals moderately practice democratic leadership style through exhibiting a cooperative and empowering style to include team members in their leadership practices. On the other hand, school leaders also described with moderate computed mean value (M=2.6, and SD=1.2) viewing that principals moderately exhibit a cooperative, empowering style to

include team members. The statistical computed p- value for N=157, P=.000 and in which P<0.05) depicts that there was statistical significant different between the views of the sampled respondents. From this it can be implied that principals did not practice democratic leadership style through exhibiting a cooperative and empowering style to include team members particularly in the sampled secondary schools.

The item 4 of the table 4. 6 depicts that their school principals infrequently build trust, respect, and commitment in their leadership practices. The computed average mean value (AM=3.6) confirms that their school principals highly build trust, respect, and commitment which are principles of democratic leadership styles. The interview result conducted with female principals also supports this argument as they stated that they practice and implement democratic leadership style through resecting their staffs and showing commitment in their leadership styles. School principals further added;

> **Principal 2:** *As a school principal, I practice democratic leadership styles and vary my leadership styles through enforcing rules, procedures, promoting transparency and accountability as these are some of the principles of a democratic leader. Besides, I usually make open discussions with my staffs to implement tasks, to make decisions and while dealing with some problems.*

This analysis was supported by the previous study conducted by Pareek (2007) who found that teachers increase their morale to work when their head teachers gave them a chance to work collaboratively and participated in decision making. This means that, all head teachers who used democratic way of leadership provided rooms for their teachers to work efficiently as they have highly influenced teacher's morale.

4.4. Principals leadership practices to improve students' academic achievements

The following section particularly deals with the degree to which secondary school principals are responsive to improve students' academic achievements particularly in the specified secondary school. Consequently the following questions focus on how principals are alert to improve students' academic achievements in their leadership practices.

Table 4.7. Principals Leadership practices that involve students and parents

No	Principals leadership practices that involve students and parents	Respondents	N	Mean	SD	Sig.
1.	The degree to which principals regularly collect classroom information on student achievement	Teachers	118	3.4	1.1	.064
		Leaders	39	2.7	1.3	
2.	The extent to which principals use test/exam results and grade reports to assess Students' academic progress	Teachers	118	3.3	1.2	.101
		Leaders	39	2.9	1.4	
3.	The extent to which principals regularly talk with parents regarding students' academic progress	Teachers	118	3.3	1.3	.000
		Leaders	39	2.6	1.3	
4.	The extent to which principals involve parents to discuss on how to improve students' academic performances	Teachers	118	3.4	1.3	.000
		Leaders	39	2.6	1.5	

As depicted on the first item of table 4.7, above teacher respondents rated their view that principals attempted medium attempts in regard to their leadership practices related to collecting student's class room information in their leadership practices. As the table illustrates that teacher respondents moderately agreed with the issue with moderate computed mean value (M=3.4, SD=1.1). Besides,   school leaders also confirmed that principals moderately collect information on student's achievement in their leadership practices in the sampled secondary schools of the specified study area. The statistical computed p- value for N=157, P=.064 and in which P>0.05) depicts that there was statistical no significant different between the views of the sampled respondents. This in short implies that principal's leadership practices related to collecting students' information in the sampled secondary schools of the study area. From this, it can be implied that secondary school principals in the specified study area did not regularly collect classroom information on student achievement.

Item 2 of the above table illustrates that teacher respondents moderately agreed with the issue with moderate computed mean value (M=3.3, SD=1.2) viewing that principals moderately use test/exam results and grade reports to assess students' academic progress. Besides, school leaders also confirmed that principals infrequently attempt using test/exam results and grade

reports to assess students' academic progress in their leadership practices. The statistical computed p- value for N=157, P=.0.101 and in which P>0.05) depicts that there was statistically no significant different between the views of the sampled respondents with regard to the issue. This shows that principals judiciously use test/exam results and grade reports to assess students' academic progress in their leadership practices. The interview results conducted with school principals also support this argument. One secondary school principal reported that.

> **Principal 3**: *I sometimes, but not always, use students' test/exam results and grade reports to assess students' academic progress. For example, if students score less than standards and many students fail in exams given, I have discussions with teachers and identify the problem. Besides, when all students scoreless on a given test, we usually discuss with their teachers and give a re-test for students to improve their academic achievements.*

Other secondary school principals added similar ideas, supporting the above arguments. He said,

> Principal 4: *They discussed with teachers and other school leaders when students' exam or test results were below standards. For instance, when the majority of students score less than 50%, we discuss the issue and arrive at a conclusion soon. We have a meeting discussion with teachers, department heads, unit school leaders, and cluster supervisors to give solutions to the problem.*

 Based on the above findings identified by the interview and questionnaire results, it can be concluded that secondary school principals moderately use students' test and exam results and grade reports to assess their academic progress.

As depicted in the 3 item of table 4.7, it is moderately agreed that secondary school principals rarely talk with parents regarding students' academic progress in the specified study area. The computed average mean value (M =3.3). In addition to this, an interview conducted with school principals identified that they rarely have discussions with parents in regard to students' academic issues. For example, one interviewee said,

> **Supervisor 4**: *Discussion making with students' parents is rarely practiced here. For example, when you inform parents to come to school to discuss their students' academic achievement, they reluctantly come to school. Besides, when their results*

are below the standard score, students sometimes drop out of school. In general, discussion with parents in regard to students' academic achievement is not customarily practiced here.

 Based on the above interview and questionnaire results, it can be concluded that secondary school principals did not regularly talk with parents regarding students' academic progress, particularly in the specified study area.

Table 4.8. Principals communication with teachers related to students' academic achievement

No	Principal's communication with teachers related to students' academic achievement	Respondents	N	Mean	SD	Sig.
1.	Principals check the teachers' lesson notes and offers feedback/ supports where necessary	Teachers	118	3.4	1.2	.000
		Leaders	39	2.7	1.3	
2.	Principals make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning	Teachers	118	3.4	1.2	.007
		Leaders	39	2.6	1.3	
3.	Principals regularly evaluates the instructional methods	Teachers	118	3.2	1.2	.100
		Leaders	39	2.3	1.2	
4.	Principals meet teachers to discuss on students' academic progress	Teachers	118	3.3	1.4	.148
		Leaders	39	3.1	1.5	

As illustrated on the first item of the table4.8 , teacher respondents viewed that principals moderately check the teachers' lesson notes and give feedback/ supports where necessary with computed mean value (M=3.4, SD=1.2) in the sampled secondary schools. Besides, school leaders also viewed that principals check the teachers' lesson notes and offers feedback/ supports where necessary moderately in the sampled secondary schools. The statistical computed p- value for N=157, P=.000 and in which P<0.05) depicts that there was statistically significant different between the views of the sampled respondents with regard to the issue. In regard to this issue, the researcher conducted interview with two school principals confirmed the above argument. For example one principal stated;

 Principal 4*: I do not always check teachers' notes that they use in class room because once they are informed to change and make variable their notes before they start class. However, at the semester we see and check the notes to identify whether or not notes are changed from that of previous notes.*

Other school principal added similar idea with what was discussed by the above principal. He said;

> ***Principal 2:*** *It is challenging to always check and comment on teachers' notes because teachers themselves are also responsible for it. Some teachers modify their notes yearly while other teachers use similar notes what they used in the previous years. Beside some teachers complain on these issues as they think that the directors are to challenge them. However, we usually give this responsibility for department heads to check whether or not the notes are appropriate, relevant and modified.*

Based on the finding above it can be concluded that secondary school directors did adequately check teachers' notes and give comment on it in their leadership practices. From this it can be implied that students' academic achievement is affected through this low attention given for the appropriateness and modification of teachers' notes.

In response to the 2nd item of the table4.8, both respondents (teachers and school leaders) responded that principals moderately make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning. The statistical computed p-value for N=157, P=.007 and in which P<0.05) depicts that there was statistically significant different between the views of the sampled respondents with regard to the issue. This in short implies that school principals showed low/no attempt in making conference with concerned body to analyse his/her visits in the sampled secondary schools.

As described on the last item of table 4.8 above, teachers moderately viewed that principals moderately make meeting with teachers to discuss on students' academic progress. Besides, school principals with moderate computed mean value (M=3.1, SD=1.5) confirmed that school principals moderately meet teacher to make discussion with them related to students' academic performances. Moreover, the statistical computed p- value for N=157, P=.148 and in which P>0.05) depicts that there was no statistical significant different between the views of the sampled respondents in the sampled secondary schools. From this it can be implied that principals moderately practice their leadership in regard to communicating with teachers related to students' academic achievement in the specified study area.

CHAPTERFIVE:SUMMARY,CONCLUSIONANDRECOMMENDATIONS

This part of the study particularly deals with a summary of the major findings, conclusions, and recommendations of the study. The researcher summarized the major findings of the study with regard to principal leadership practices in Jima Zone Secondary schools. In light of this, the researcher tried to seek an answer to the following basic questions:

1. What are the principals leadership practices implemented in Jimma Zone secondary schools?
2. What are the leadership styles practiced by secondary school principals in Jimma Zone secondary schools?
3. To what extent do secondary school principals implement leadership practices to improve students' academic achievements in the study area?

5.1. Summary of the Major Findings

The objective of this study was to find out principals leadership practices in in Jimma Zone Secondary Schools. The summaries of the major findings were presented in the following way based on the study conducted and the responses rated by the respondents of the study. Totally 177 respondents were used to conduct the study in the sampled secondary schools. The collected data were analyzed qualitatively using statistical tools such as percentage, frequency distribution, mean value, t-test and standard deviation to arrive on exact conclusions. Besides, open ended questionnaire, FGD and interview results were analyzed qualitatively by quoting the actual speech and giving interpretations for respondents' views to further strengthen the study. After collecting, coding and analyzing the collected data as the following major findings were obtained.

1. Concerning principals leadership practices implemented in in the specified study area, the finding of the study identified the following major findings. For example; principals moderately practice leadership such as ; assisting students through actively monitoring students' performance, providing opportunities for all members of the school community to build their capacity, encouraging sharing of ideas on instructions to improve teachers' method of instruction and delivery, encouraging and support teachers' development and continuous learning, they sometimes but not adequately monitors and evaluates instructional programs and formulate and demonstrate the vision and long-

range planning of the schools. Besides, the finding of the study identified that principals did discuss the school goals with teachers, students, and other stakeholders.

2. Related to principals' leadership practices of problem solving the finding of the study identified that they did not practice solving problems according to the policies of the schools to achieve the goals, they didn't ask students and consider their ideas before taking a decision, and they rarely practice vision identification in the sampled secondary schools of the study area. In contrast to this issue; the finding of the study also identified that principals effectively handle problems that frequently occur within students, they sometimes practice building collaborative structure and high expectation leadership practices as means of problem solving leadership practices.

3. With regard to the practices of leadership styles of principals in the study area, the following were identified as the major findings. For example; the finding of the study identified that principals highly practice transformational leadership style through implementing desire to use power to influence and inspire their staff to work at their maximum potential and developing particular styles according to underpinning traits of the workplace. However, the study identified that principals did not practice coaching managerial style and understands their strengths, weaknesses and tendencies as transformational leadership style in the sampled secondary schools.

4. Related to the practices of autocratic leadership style, the finding of the study identified that secondary school principals in the specified study area highly practice autocratic leadership style through dictating and controlling all tasks and group decisions and controlling power without participation of members in group decisions.

5. Related to the practices of democratic leadership style, the finding of the study identified that principals moderately practice democratic leadership style through providing advice for members related to implementing tasks and moderately builds trust, respect and commitment in their leadership practices. On the other hand, the study identified that secondary school principals did not exhibit a cooperative, empowering style to include team in their democratic leadership style leadership practices.

6. Concerning to principal's leadership practices to improve students' academic achievement, the finding of the study identified the following major findings. Related to principals leadership practices that involve students and parents, the study identified

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principals moderately collect classroom information on student achievement and use test/exam results and grade reports to assess students' academic progress. On the other hand, the study identified that principals did not regularly discuss with parents regarding students' academic progress and they did not involve parents to discuss on how to improve students' academic performances.

7. The result of the analyzed data showed that principals did not check the teachers' lesson notes and offers feedback/ supports and make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning. However, the finding of the study identified that principals moderately evaluates the instructional methods and meet teachers to discuss on students' academic progress.

5.2 Conclusions

Based on the findings of the study, the following conclusions were made:

The result of the compiled data showed that, school principals didn't properly play their leadership roles as better leader in relation to observation and evaluation of classroom instruction, discussing school goals with teachers, students, and other stakeholders, low/no implementation coaching managerial style and understanding their strengths, weaknesses and tendencies as transformational leaders. However, the study identified that principals moderately but not satisfactorily practice their leadership in the sampled secondary schools of the study area.

From the study conducted and the finding arrived at, it can be concluded that principals in the specified study area rarely/infrequently have discussion with stakeholders (with teachers, students, parents, and school leaders) which affects students' academic performances and schools success.

The school principals have shown low performance of various activities in the school along with involving parents to discuss on how to improve students' academic performances, regularly discussing with parents regarding students' academic progress, checking the teachers' lesson notes and to comment it where necessary. Creating such a sound interrelation regarding the above mentioned factors can maximize the learners' capacity in the creation of a well-built learning in the schools.

Finally, the researcher strongly believes that if better leadership practices properly designed and implemented, as it can contribute a significant positive impact, whether it is direct or in direct, on school improvement in general and student s academic achievement in particular on the part of the learners.

5.3. Recommendations

Based on the findings of this study, the researcher recommended the following points.

1. Principals were not making a regular discussion meeting with students on how the teaching learning going on. However, involvement of stake holders in educational objectives helps commitments to the goals. Thus, the school principals need to promote the community participation communicating the goals to them effectively so goals setting and communicating the goals to them effectively so that the intended objectives would be achieved in little challenges.

2. As it can be seen from the result of the study, principals were not giving much emphasis to issues like group decision-making, asking students and taking their ideas into consideration before taking a decision, giving complete freedom to the students, and trying to satisfy everyone in the school for improving their students' academic excellence in the sampled secondary schools. To alleviate such practices principals need to improve their leadership practices by improving all these inadequate leadership gaps.

3. Highly practicing leadership practices such as increase the extent of involving parents and other stakeholders, using test or exam results and students' academic performances in assessing students' performance in the school and designing an evaluation format plays a constructive role in improving school climate and students' academic progress.

4. Principals have to observe classroom instruction regularly through devoting much time at the expense of administrative tasks to identify learning difficulties and make post classroom observation analysis for the better academic achievement of the students in the school.

5. The finding of the study identified that in their current leadership practices principals did not involve parents to discuss on how to improve students' academic performances, they did not regularly make discussion with parents regarding students' academic progress and did not check the teachers' lesson notes and offers feedback/ supports

where necessary. Low performances/ failure/of principals in these leadership practices should be improved to further strength teaching-learning and improve their leadership practices.

6. Conducting other researches in this area is also very important to further alleviate problems found in principal's leadership practices in the specified study area.

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Appendix A

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Questionnaires for secondary school teachers

Dear respondent, the main purpose of this questionnaire is to collect data that helps to conduct study on "***The practice of principal leadership in Jimma zone secondary schools.***" All the information collected will be used only for academic or research purposes. It is only your kind cooperation and honesty that will make the study reliable and beneficial. In order to ensure complete confidentiality, you are kindly requested not to write your name anywhere on the questionnaire since the success of this study entirely depends on your response. Please read all the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do otherwise.

Part I. General Information

1. Personal Background Information

1.1. Name of the school_____

1.3. Sex: _____

1.4. Age (in Years) _____

1.5. Qualification: Certificate _____ No certificate _____ 10th complete____, 12th complete _____Diploma_____ Degree____ MA/MSc._____

1.6. Work Experience in years_____

Part II. Principals Leadership practices to Improve Students' Academic Achievements. Please indicate your level of agreement or disagreement putting (x) mark in the space provided according to the following scale.

Key; 5 =Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree 1=Strongly Disagree

No	A. **Principals' Leadership Practices related to their performances**	Scales of agreement				
		1	2	3	4	5
1.	Your principals provide opportunities for all members of the school community to build their capacity					
2.	Your principals formulate and demonstrate the vision and long-range planning of the schools					
3.	Your principals discuss the school goals with teachers, students, and other stakeholders					
4.	Your principals encourage sharing of ideas on instructions to improve teachers' method of instruction and delivery					
5.	Your principals encourage and support teachers' development and continuous learning					
6.	Your Principals monitors and evaluates instructional programs					
7.	Your principals assist students through actively monitoring students' performance in your schools					
B	**Leadership practices on Solving Problems**					
1.	Principals solve most of the problems according to the policies of the schools to achieve the goals					
2.	Principals ask students and consider their ideas before taking a decision					
3.	Secondary school principals practice high expectation leadership practices					
4.	The existences of building collaborative structure as leadership practices					
5.	The prevalence of vision identification leadership practices					
6.	Your principals effectively handles problems that occurs within the students					

Part III. Secondary school principals' Leadership styles/practices of leadership styles

The following section highlights principals' leadership style in Jimma Zone secondary schools. Rate your answer under the argument you agree with.

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

No	A. **Practices of Transformational Leadership Styles**	Scales of agreement				
		1	2	3	4	5
1.	Principals develop particular styles according to underpinning traits of the workplace					
2.	Principals understands their strengths, weaknesses and tendencies					
3.	School principals practice coaching managerial style in their leadership practices					
4.	Principals have a desire to use power to influence and inspire their staff to work at their maximum potential					
B.	Practices of autocratic leadership styles					
1.	Principals dictate and control all tasks and group decisions					
2.	Principals controls power without participation of members in group decisions in your schools					
C.	**Practices of democratic leadership styles**					
1.	Principals builds trust, respect and commitment					
2.	Your staffs are free to choose with whom they work in your schools					
3.	Principals exhibit a cooperative, empowering style to include team members					
4.	Principals provide advice for members related to implementing tasks					

Part IV: Principals leadership practices to improve students' academic achievements

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

N o	A. Principals Leadership practices that involve students and parents	Scales of agreement				
		1	2	3	4	5
1.	The extent to which principals involve parents to discuss on how to improve students' academic performances					
2.	The extent to which principals use test/exam results and grade reports to assess Students' academic progress					
3.	The extent to which principals regularly talk with parents regarding students' academic progress					
4.	The degree to which principals regularly collect classroom information on student achievement					
B.	**Principal's communication with teachers related to students' academic achievement**					
1.	Principals meet teachers to discuss on students' academic progress					
2.	Principals make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning					
3.	Principals regularly evaluates the instructional methods					
4.	Principals check the teachers' lesson notes and offers feedback/ supports where necessary					

Appendix B

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Interview for secondary school principals

1. What is the status of your leadership practices and students' academic achievements in your school here?

2. Do you frequently discuss with students' parents, teachers or stake holders about how to improve students' academic achievement? If you say yes, in what way and when do you discuss?

3. Do you usually follow the modification of teacher's notes that they usually use in class rooms? If not why?

4. Do you have the practices of directing teachers with regard to how to improve students' academic achievement in your school? If you say yes how you do direct them? Do you practice it usually in your leadership practices?

5. As school principals do you enforce rules and procedures, and accountability in your leadership styles? Do you vary your Leadership styles in schools depending on the nature of the school and people you are leading?

6. Do you engage teachers and other stake holders in addressing administrative problems designing academic programs?

7. Which leadership styles do you practice in your leadership practices? How do you match your leadership styles and students' academic achievements?

Appendix C

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Focus group discussion checklists prepared for PTAs representatives

1. What do you think the roles of principal's leadership practices in improving students' academic achievements?

2. Do you think that principal's leadership practices have relationship with that of principals' leadership practices? If you say yes in what ways they are related?

3. Do secondary school principals often talk with parents regarding students' academic progress? If not, why?

4. Are you involved parents come to school for meeting and provide constructive ideas in secondary school leadership practices to improve students' academic achievement?

5. Do secondary school principals let you involve in formulating school policy and programs in the way it improves students' academic achievements are improved?

6. Do you work collaboratively with teachers, students and school schools Leaders to improve students' academic achievements in the sampled secondary schools?