



**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT**

**PRACTICES OF DISTRIBUTED LEADERSHIP AND STUDENTS' ACADEMIC
ACHIEVEMENT IN GOVERNMENT SELECTED SECONDARY SCHOOL OF
KOLFE KERANIYO SUB CITY ADMINISTRATION ADDIS ABABA**

BY

HUSSEN KEDIRE ULATE

DECEMBER, 2022

JIMMA, ETHIOPIA

**THE PRACTICE OF DISTRIBUTED LEADERSHIP AND STUDENTS' ACADEMIC
ACHIEVEMENT IN GOVERNMENT SELECTED SECONDARY SCHOOLS
OF KOLFE KERANIYO SUB CITY ADMINISTRATION**

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HUSSEN KEDIR ULATE

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ADVISOR:

TADESSE RAGASSA (PHD)

CO-ADVISOR

GETACHOW HELUF (MA)

DECEMBER, 2022

JIMMA, ETHIOPIA

DECLARATION

This is to certify that the thesis prepared by **Hussen Kedir Ulate** with topic: **The Practice of Distributed Leadership and Students' Academic Achievement in Government Selected Secondary School of Kolfe Keraniyo Sub City Administration** and submitted to Department of Educational Planning and Management for the degree of Master of Art in School Leadership complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Name: HUSSEN KEDIR ULATE

Signature: _____

Date: _____

This study has been submitted for examination with my approval as university advisor.

Main Advisors Name: TADESSE REGESSA (Phd)

Signature: _____

Date: _____

Co-Advisors Name: _____

Signature: _____

Date: _____

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BY; - HUSSEN KEDIR ULATE

APPROVAL SHEET

Chairman _____	Signature _____	Date _____
Advisor <u>Tadesse Regassa (PhD)</u> _____	Signature _____	Date _____
Co- Advisor Getachow Heluf (Mr) _____	Signature _____	Date _____
Internal Examiner Andual Mola (Mr) _____	Signature _____	Date _____
External Examiner Kitessa Chamada (PhD) _____	Signature _____	Date _____

Jimma University
College Of Education And Behavioral Science Department Of Educational Planning
And Management

This Thesis is certify that the thesis preperd **By Hussen Kedir Ulate** with topic :-**The Practice Of Distributed Leadership And Students' Academic Achievement Ingovernment Selected Secondary Schools Of kolfe Keraniyo Sub City Administration** And Submitted to in partial fulfillment of the requirement for degree of master of arts in school leadership complies with the regulation of the University and meets the accepted standards with the respect to originality and quality.

Approved By Board Examiners

Chair Person Name	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
Andual Mola (Mr)	_____	_____
External Examiner	Signature	Date
Kitessa Chamada (PhD)	_____	_____

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TABLE OF CONTENTS

Contents	page
DECLARATION	
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	v
ABBREVIATIONS AND ACRONYMS	vi
<i>ABSTRACT</i>	vii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statements of the Problem	3
1.3. Objectives of the Study	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	6
1.4. Significance of the Study	7
1.5. Delimitation of the Study.....	7
1.6. Limitations of the Study.....	8
1.7. Definitions of Key Terms	8
1.8. Organization of the Study	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
INTRODUCTION	10
2.1. Conceptualization of Leadership	10
2.2. The Concept of Practice of distributed leadership	11
2.3. Dimensions of practice of distributed leadership.....	13
2.3.1. Setting and defining the schools vision, mission and goals	14
2.3.2. Building effective relationship in schools.....	15
2.3.3. Promoting conducive school organization learning environment.....	15
2.3.4. Sharing leadership responsibility	16
2.4. School Leadership and Teacher's leadership practice	17
2.5. Components of practice of distributed leadership.....	19
2.6. Students' Academic Achievement.....	21
2.7. Practice of Distributed Leadership and Students Academic Achievement.....	21

2.8. Patterns of practice of Distributed Leadership.....	23
2.9. Two key theorists, Spillane and Duignan	24
2.9.1. Collective Practice of Distribution Leadership: -.....	25
2.9.2. Collaborative Practice of distribution leadership.....	25
2.9.3. Coordinated distribution leadership Practice	26
2.10. Theoretical framework.....	26
2.11. Conceptual framework.....	27
❖ Collective	27
Summary of the Chapter	28
THE RESEARCH DESIGN AND METHODOLOGY.....	29
3.1. The study area.....	29
3.3. The Research Methods.....	29
3.4. Sources of Data.....	30
3.4.1. Primary sources of data.....	30
3.4.2. Secondary source of Data	30
3.5. Population, Sample Size and Sampling Techniques.....	30
3.6. Instrument of data collection.....	33
3.6.1. Questionnaire	33
3.6.2. Interviews.....	33
3.6.3. Document analysis.....	34
3.7. Pilot study	34
3.7.1. Validity of the Instrument	35
3.7.2. Reliability of the Instrument	35
3.8. Data Collection Procedures.....	36
3.9. Methods of Data Analysis.....	36
3.10. Ethical Consideration.....	38
CHAPTER FOUR.....	39
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	39
4.1. Analysis and Interpretation on the characteristics of respondents	39
4.2. Analysis and interpretation of the dimension of practice of distributed leadership.....	43
4.3. Analysis And Interpreted Student Academic Achievement.....	56
4.4. Analysis and Interpretation of the relationship between practice of distributed leadership and students' academic achievement.....	57
4.5. The more effects forms of Practice of distributed leadership on students' academic achievement	59

CHAPTER FIVE	63
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE FINDINGS	63
5.1. Summary of Major Findings	63
5.2. Conclusions.....	66
5.3. Recommendations.....	67
APPENDICES A.....	75
APPENDICES B.....	81
APPENDICES C.....	82
APPENDICES D.....	83
Distribution of average of dimension of practice of distribution	83

LIST OF TABLES

Table 3.1 Sample size and sampling techniques	32
Table 3.2 Reliability test results with Cronbach's alpha	36
Table 4.1 Analysis and Interpretation on the characteristics of respondents	40
Table 4.2 Descriptive statistics for the dimensions of practice of distributed leadership and EHEEQ	43
Table 4.3 . In setting and defining the school vision, mission and goal	44
Table 4.4 Distributed leadership practice in building effective relationship in secondary schools	47
Table 4.5 Practice of distributed leadership promoting conducive school organization learning climate	50
Table 4.6 Distributed leadership practice in sharing leadership responsibility in secondary schools	53
Table 4.7 Analysis and interpret students' academic achievement (EHEEEEC).....	56
Table 4.8 The mean and standard deviation of student academic achievement.....	56
Table 4.9: The correlation between dimensions of distributed leadership practice and students' academic achievement	57
Table 4.10 Descriptive statistics for the forms of practice of distributed leadership and EHEEQC	59
Table 4.11 Model Summary.....	60
Table 4.12 Multiple Regression analysis forms of Practice of distributed leadership variables `Coefficients	61

ABBREVIATIONS AND ACRONYMS

Df: Degree Of Freedom

EHEEQC: Ethiopian Higher Education Entrance Qualification Certificate

MOE: Ministry of Education

SD: Standard Deviation

SMC: Squared Multiple Correlation

SPSS: Statically Package for Social Science

VIF: Variance Inflation Factor

WM: Weighted Mean

ABSTRACT

The purpose of this study was to investigate the relationship between practice of distributed leadership and students' academic achievement in selected secondary schools of KolfeKeraniyo sub City Administration in Addis Ababa. The study employed a correlation research design and quantitative and qualitative approach. A total of 7 secondary schools were selected by purposive sampling. Regarding the respondents of the study, 22 department heads, 166 teachers and 15 vice-principals were selected using simple random sampling technique. On the other hand, 7 school principals were selected by purposive. Data for the study were collected through questionnaire, interview and document analysis. Data obtained through questionnaire were analyzed using statistical tools like mean, weighed mean, standard deviation, Pearson correlation coefficient, independent sample t-test, and multiple regression analysis used by computing the data on SPSS version 25. The finding of this study indicated that Practice of distributed leadership were in setting and defining the school vision, mission and goal, in building effective relationship, sharing leadership responsibilities as well and Promoting conducive school environment of learning were (mean=2.70,Sd =.55) which indicates moderate . Furthermore, the findings of this study revealed that, there is statistically significant relationship between practice of distributed leadership and students' academic achievement($r=.761$, $r^2 =.57$, $p<.05$). The major finding of this study indicated that practice of distributed leadership had significant and strong positive correlation with students' academic achievement, as well as emerged as form of practice of distributed leadership (collective, collaborative and coordinated) the most significant predictor of students' academic achievement . Therefore, it was recommended that the school leaders be committed to assisting the teaching learning process and providing practice of distributed leadership by developing collaboration, coordination, networking and partnerships work relationships between all staff members for students' academic Achievement.

Keyword:-

Leadershippractice,distributedleadership,studentacademicachievient.

CHAPTER ONE

INTRODUCTION

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

1.1. Background of the Study

The term leadership is defined in different ways. There are many definitions of leadership. Gronn (2002) defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal in the organization. Leadership is a major way in which people change the minds of others and move organizations forward to accomplish goals. However, in the context of a model in which leadership is shared across an organization or school, the definition of leadership takes on a more diffuse nature.

Schools have been given a clear mandate to improve student achievement and a widespread belief exists that leadership makes a significant contribution to that mandate. Determining how leadership influences student achievement is a challenging task. Numerous studies exist on principal leadership and more recently the body of research on distributed leadership has increased (Gronn, 2002; Harris & Spillane, 2008;). Many studies have attempted to capture which leadership behaviors and attitudes make the greatest difference. Leadership influence on internal school processes which are directly and indirect related to student achievement. Therefore it is productive to describe how practice of leadership distribution interacts with other variables that can be shown to bear a more direct and indirect relationship to student academic achievement (Anderson, Moore & Sun, 2008).

In other words, leadership at school is shared responsibility of all members of the organization in the school. Elmore (2000), also explains that there are four dimension of distributed leadership. Such as leadership practice vision and goal mission, school culture, shared responsibility, evaluation and professional development.

Practice of distributed leadership is a relatively recent concept of educational leadership which focuses not only on the leadership of the head of a school but also on that of other team members. New theories for leadership, such as Practice of distributed leadership, are

produced in the education field, often with little empirical inquiry through this relatively brief period of time. As Harris (2007) explains, a practice of distributed leadership focuses upon the interaction in formal and informal leadership roles. It is primarily concerned with leadership practice and how leadership influences school and instructional improvement (Spillane, 2006). The practice of distributed perspective of leadership urges us to take leadership practice as the focus of interest and address both teachers and administrators as leaders (Spillane, 2005). Distributed leadership is also central to system reconfiguration and organizational redesign which necessitates lateral, flatter decision-making processes (Hargreaves, 2007).

In general the above evidences reveals that Practice of distributed leadership has become the most widely accepted developed countries to improve students' academic achievement in the schools. However, the concept and usage of practice of distributed leadership is little understood in developing countries like Ethiopia. It advocates the implementation in those contexts due to the continuous success of it in the developed world. Harris (2002) identifies practice of distributed leadership as a factor of success for a leader in a challenging context depending on the particular situation and context of the school.

This type of leadership encompasses an achievable and sustainable practice of school leadership that evolves to a wider distribution of essential leadership responsibilities across a school (Elmore, 2000). It is a leadership concept and model that could break the isolation of traditional structure of leadership, improving student achievement and making leadership more collaborative in the school. In schools creating collaborative structures and organizations, the starting point is the development of teacher, parent, and community organizations as partners in educational development. Education is a collaborative and cooperative activity. Teachers, students, parents and other stakeholders with whom school works possess untapped potential in all areas of human endeavor (Sergiovanni, 2001).

Therefore, it is unwise to think that principal is the only one providing leadership for school student achievement improvement. In Ethiopia, since the implementation of the 1994 Education and training policy (ETP), the educational is decentralized. Expectations are increased efficiency and improved financial control, a reduction of bureaucracy, a restoration of the confidence in government through are distribution of authority, an increased responsiveness to local communities, creative management of human resources, improved

potential for innovation and as an overarching aspiration, the creation of conditions that provide more incentives for schools to improve their own quality (MoE, 1999). In order to implement properly the process various trainings were provided to principals and teachers (MoE, 2004). Since then, promising achievements have been gained in access and equity of education, but quality of education is still suffering. To make school leadership improve students' academic achievement, it should ensure the involvements of all the stakeholders: teachers, parents, community and students (MoE, 2001). In this regard, various trainings have been given to principals and teachers at Kolfe Keraniyo Sub City Administration, and school level.

1.2. Statements of the Problem

Practice of distributed leadership is an idea that is growing in popularity. There is wide spread interest in the notion of practice of distributing leadership although interpretations of the term vary. A practice of distributed leadership perspective recognizes that there are multiple leaders (Spillane et al., 2004) and that leadership activities are widely shared within and between schools (Harris, 2007). The practice of distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders. Practice of distributed leadership is also central to system reconfiguration and organizational redesign which necessitates lateral, flatter decision-making processes (Hargreaves, 2007).

In the increasingly complex world of education, the work of leadership will require diverse types of expertise and forms of leadership flexible enough to meet changing challenges and new demands (Wenger, 2002). There is a growing recognition that the old organizational structures of schooling simply do not fit the requirements of learning in the twenty-first century (Harris, 2004). New approaches of schooling are emerging based on collaboration or team working, networking or interacting and multiple leaders. These new and more complex forms of schooling require new and more responsive leadership approaches. New approaches to leadership such as practice of distributed leadership are needed to traverse every different school setting (Harris, 2008).

Most recently research has shown that the forms of practice of leadership distribution matter within school and that practice of distributed leadership is more likely to equate with improved school performance and students' outcomes (Leithwood, 2004, 2007). As National

College for School Leadership (2003) suggests, the relationship between practice of distributed leadership and learning is a crucially important issue. Although researchers like Harris, Day, Hadfield, Hopkins, Hargreaves and Chapman (2002) have identified practice of distributed leadership as leadership qualities associated with improving schools and students' outcomes.

Research by Silns and Mulford (2002) has shown that student academic achievement is more likely to improve when leadership sources are distributed practiced throughout the school community and when teachers are empowered in areas of expertise. More researches are required to understand which forms of distributed leadership practice of may have significant effect on students' achievement (NCSL, 2003). Studies are still needed to build up a sound database on which to assess the effectiveness of practice of distributed strategies in raising school achievement, especially investigation of the effects practice of distributed leadership strategies in raising student achievement.

There have been many studies related to practice of distributed leadership. Malloy (2012) suggested that plan fully aligned practice of distributed leadership had a significant effect on students' achievement. The principals' practice of distributed Leadership style with teacher leaders seems to have positive effect on students' achievement and failing to enlist teacher leaders in a common vision might have negative impact on students' academic achievement (Chen, 2007). Nayeem(2010) suggested that practice of distributed leadership is seldom discussed and operated in developing countries; it advocates the implementation in secondary schools contexts due to the continuous success of it in the developed world. Gashawu Beza (2019) study of "The relationship between leadership styles and student academic achievement performance in government preparatory school of Gulale sub city" the finding of this study revealed that however democratic leadership style has been employed in sample government secondary school the relationship between leadership style of principal and student academic achievement performance is not statistically significant. The study was focused only on leadership style rather than leadership practice.

Dejene (2014) carried out a research on the title "practices and challenges of distributed leadership in Addis Ababa University." But his study was conducted in the context of higher education level. Moreover, his study didn't include, distributed leadership implication to teachers' commitment. Similarly, Shimelis (2018) assessed "the Practices and Challenges of Distributed Leadership in Secondary schools of Aksum Town in Tigray". Through the

researcher practical experience study didn't address the issue of distributed leadership practice and its implication to student academic achievement in schools.

From the five studies above, practice of distributed leadership seems to have positive relationship with student achievement. However, the concept and usage is little understood in developing countries like Ethiopia. The school leaders seldom think about how practice of distributed leadership would be beneficial for a school and why they should use it. Research to show the relationship between practice of distributed leadership and students' academic achievement in schools is relatively scarce. There is a need for more work on schools to understand the relationship between practice of distributed leadership and students' academic achievement. As a researcher know and observation of EHEEQC score for grade 12 and annual report of Sub -Cities Education Administrations Office there is low participation of teachers, parents, community and students in the area of school leadership as while as low students' academic achievement in EHEEQC was observed. The school leaders were seen trying to cover all the school leadership activities alone rather than sharing of leadership responsibility.

This study is different from the above stated researches because it is conducted in secondary schools context and also includes practice of distributed leadership and its implication to students out comes. This shows the fact that empirical researches on this topic are scant and thus the need to fill this gap motivated the researcher to conduct a study on the topic of practices and of distributed leadership and its implication to student academic achievement. The practices of distributed leadership seem invisible in secondary schools in Kolfe Keraniyo Sub City Administration. Therefore, to fill this gap, the study was intended to address the practices of distributed leadership and its implication to students' academic achievement in government secondary schools Kolfe Keraniyo Sub City Administration.

In addition, few study was undertaken locally regarding relationship between practice of distributed leadership and students' academic achievement so far. Therefore, to fill this gap, the study was intended to investigate the relationship between practice of distributed leadership and students' academic achievement in selected government secondary schools of Kolfe Keraniyo Sub – City Administration by raising the following basic questions.

1. What is the extent of distributed leadership practice in selected secondary schools of Kolfe Keraniyo Sub – City Administration?
2. What is the extent of students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration?
3. What is the relationship between practice of distributed leadership and students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration?
4. Which forms of practice of distributed leadership have more effect on students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate relationship between practice of distributed leadership and students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration.

1.3.2 Specific Objectives

- ❖ To assess the practice of distributed leadership in selected secondary schools of Kolfe Keraniyo Sub – City Administration.
- ❖ To assess students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration.
- ❖ To identify the relationship between practices of distributed leadership and students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration.
- ❖ To identify the more effect of practice of distributed leadership on students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration.

1.4. Significance of the Study

The purpose of this study was to investigate relationship between practice of distributed leadership and students' academic achievement in Government selected secondary schools of KolfeKeraniyo Sub – City Administration:-

- ❖ The study may initiate students, teachers and school leaders to assess their school problems as well as school leaders' problem and take remedial actions on their work.
- ❖ For teachers, the study could make contributions to provide important insights for teaching as a profession and for teacher professionalism as teachers become adapted to the notion of practice of distributed leadership and to the idea of changing their practice.
- ❖ Schools Leaders of educational institutions may get some ideas on how to become effective in their leadership practices, moreover, it is essential to understand how the practice of leadership is stretched over the work of multiple leaders in an organization since it is highly unlikely that only a single leader can improve the school performance.
- ❖ It was also expected that, the study serves for those who want to carry out in-depth research around the topic.

1.5. Delimitation of the Study

The study was delimited to investigate relationship between practice of distributed leadership and students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub – City Administration. Quantitative and qualitative research approach was employed in order to achieve this purpose. It is clear that conducting a study in all secondary schools of the City was advantageous in order to have a complete picture of the relationship between practice of distributed leadership and students' academic achievement. However, due to time and finance constraints the study was delimited to seven (7) Government selected secondary schools of Kolfe Keraniyo Sub – City Administration. A total number of research participants were 223, i.e. 7 (100%) school principals, and 20 (100%) vice principals selected by census sampling techniques, 30 (41.66%) department heads which selected by simple random sampling and 166 (32.93%) of teachers from the selected secondary schools of Kolfe Keraniyo Sub – City Administration selected by simple random sampling techniques. As a major focus of the study, it was delimited to investigate relationship between Practice of

distributed leadership and students' academic achievement. Moreover, it was delimited to government secondary schools in Kolfe Keraniyo Sub City Administration.

1.6. Limitations of the Study

According to (orodho, 2004) limitations of research is an aspect of the study that the researcher knows may adversely affect the result or generalizability of the study. Some limitations encountered the researcher during data collection of the study. These problems were low level of cooperation on the part of some teachers and leaders to fill the complete part of the questionnaires in accordance with the time of appointment. The researcher overcomes this limitation, through orientation repeatedly on the purpose of the study and given ample time to fill the questionnaire and made a maximum effort to get relevant data.

1.7. Definitions of Key Terms

For the purpose of this study, the following terms are defined in an attempt to assist the reader in understanding key concepts:

Leadership:-The process of influencing the activities of an individual or group in effort towards goal achievement in a given situation (Krug, 1992).It involves the process in which influence is exerted by one person over others in guiding, structuring, and facilitating organizational activity (Yukl, 1998).

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

Secondary school:- Refers to school teaching grades (9th -12th) according to Ministry of Education (MoE, 2002)

Practice of Distributed leadership :- Practice of Distributed leadership is a process bringing together people, materials, and organizational structure (Spillane et al., 2001) and sharing leadership activities within and between schools (Harris, 2007).Distributed leadership practice of not only focuses on what or by who was being distributed so how the leadership is distributed and practiced. It also encompasses how the leaders synchronize is or her actions through mutual influence. Students' academic achievement: The definition is in terms of pass

rates and success in national examinations Orin terms of the results obtained on the national examinations by the students.

1.8. Organization of the Study

This study was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study and definition of key terms. The second chapter presented a review of relevant literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, instrument of data collection, validity and reliability of the instrument , data collection procedures , methods of data analysis and ethical consideration. The fourth chapter was dealt with presentation, analysis and interpretation of the gathered data. The fifth chapter was dealt with summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter presented the existing international, national, and local literatures in the area of practice of distributed leadership and students' academic achievement. It began with describes the conceptualization of leadership, concept of practice of distributed leadership ,dimensions of practice distributed leadership , school leadership and teacher's leadership practice, components of distributed leadership, student academic achievement, Practice of distributed leadership and student academic achievement, forms of distributed leadership, theoretical framework and conceptual framework was presented.

2.1. Conceptualization of Leadership

In order to have a comprehensive review of research and theories on leadership, a brief review of major lines of work is presented first. While acknowledging the contributions of previous research, several challenges need to be dealt with in order to understand the development of school leadership practice. Some of the earliest studies focused on studying traits of leaders in different sectors (Yukl, 1998). Researchers such as Stogdill (1948) reviewed 124 trait studies of leadership conducted from 1904 to 1947 and found several personal factors associated with leadership. These factors are capacity, achievement, responsibility, participation and status. During 1940s and 1950s, little attention was paid to examining how personality traits and aspects of contexts were interrelated in leadership studies.

Even Stogdill himself concluded that the trait approach by itself resulted in negligible and confusing conclusions (Hoy & Miskel, 2001). As a consequence, "the effort to find universal qualities of leadership of great men proved fruitless" (Shorter & Greer, 1997) and Stogdill added a situational component to complement the leadership theories (Hoy & Miskel, 2001). Although providing valuable research findings, the focus of traditions in leadership studies is problematic (Spillane, 2004). Therefore, critics leveled at these ideas about single decision-makers in organization.

Recent researchers have recognized leaders' ability to mobilize others as organizational goals are achieved and pursued (Kouzes & Posner, 1995). Among recent studies of effective leadership in schools, one of the most consistent findings is that the authority needs not to be placed in the hand of one person but can be dispersed within the school in between and among people (Leithwood, Jantzi, Ryan & Steinbach, 1997; Day, 2000). This implies a reconfiguration of principals' leadership behaviors within the school since the growth of collaboration, networking and partnerships means that organizational boundaries are changing and redefining leadership is taking place (Woods, Bennett, Harvey & Wise, 2004). It opens the possibility for all teachers to become leaders and to be able to create changes for school improvement (Harris & Muijs, 2003). Therefore growth of collaboration, networking, partnerships and possibility for all teachers to become leaders and to be able to create changes for school improvement.

2.2. The Concept of Practice of distributed leadership

Bennett (2003) reviewed the distributed leadership literature from 1996 to 2002 using the keywords delegated, democratic, dispersed, and practice of distributed leadership and found so many differences between approaches that they declined to consolidate them into a definition but chose to highlight three distinctive elements of practice of distributed leadership that were common among the literature. First, leadership was the product of concrete action as opposed to additive action (Gronn, 2000; Spillane, 2001). Practice of Distributed leadership was not a set of tasks delegated to individuals based on their talents, it was a group of individuals pooling their expertise to accomplish a common task; creating an impact that is far greater than the summation of individual actions. Second, practice of distributed leadership expanded the traditional boundaries of leadership. Although most literature on practice distributed leadership was focused on teachers as leaders there were truly no boundaries as to who could be included as a leader (Bennett, 2003). Last, expertise was stretched across the many and not the few (Spillane, 2004). Leadership was open because there were many possible contributors within an organization and if you could find them and bring them together they would enhance the concrete action.

Conceptualizing practice distributed leadership required researchers to shift their thinking from the principal to the action of leadership. The administrator's role should not be ignored but the interaction of leadership was more important than the role of any individual. When

multiple people with different sources of expertise worked together to solve a problem, this was Practice of distributed leadership (Elmore, 2003).

Practice of distributed leadership being used as human capacity building was the fourth and final use. Its major tenet was that having more educators engaged in leadership would encourage those educators to learn more about themselves and the issues facing the school. The purpose was to increase the capacity of individuals, thereby multiplying the capacity of the organization, and in turn boost school improvement (Harris, 2006). This initiative did constitute growth in the area of leadership development but not enough to be a catalyst for school improvement (Copeland, 2003). Tian (2015) conducted their meta-analysis to determine if current literature on practice of distributed leadership addressed the lack of a common definition and the absence of empirical data on application of practice of distributed leadership.

Practice of Distributed leadership is an idea that is growing in popularity. There is wide spread interest in the notion of practice of distributing leadership although interpretations of the term vary. The practice of distributed leadership perspective recognizes that there are multiple leaders (Spillane et al., 2004) and that leadership activities are widely shared within and between organizations (Harris, 2007).

The practice of distributed model of leadership focuses upon the interactions in formal and informal leadership roles. It is primarily concerned with leadership practice and how leadership influences organizational and instructional improvement (Spillane, 2006). The term practice of distributed leadership means different things to different people. However, as Bennett, Harvey, Wise and Woods (2003) point out, there seems to be little agreement as to the meaning of the term and interpretations vary. Bennett (2003) suggest that it is more practical to think practice of distributed leadership as a way of thinking about leadership and Spillane (2006) suggests that practice of distributed leadership is the framework for examining leadership. Other research concludes that practice of distributed leadership is a developing process (MacBeath, 2005). In practice, there are many forms that Practice of distributed leadership can take place within schools.

First the purpose of leadership is to improve practice and performance. **Second**, improvement requires continuous learning, both by individuals and groups. Creating an environment that views learning as a collective good is critical for practice of distributed

leadership. **Third**, leaders lead by exemplifying the values the values and behaviors they want others to adopt. Since learning is central to practice of distributed leadership, leaders must model the learning they expect others to engage in. The model of practice of distributed leadership assumes that what happens in the classroom are for the collective good (Elmore, 2000) as well as individual concern. By respecting, acknowledging, and capitalizing on different expertise, practice of distributed leadership is the glue in the improvement of instruction leading an organization toward instructional improvement (Elmore, 2000)

Practice of distributed leadership required researchers to shift their thinking from the principal to the action of leadership. The interaction of leadership was more important than the role of any individual. When multiple people with different sources of expertise worked together to solve a problem, this was the practice of distributed leadership (Elmore, 2003).

2.3. Dimensions of practice of distributed leadership

In other words, leadership at school is shared responsibility of all members of the organization in the school. Elmore (2000), also explains that there are four dimension of distributed leadership. Such as leadership practice vision and goal mission, school culture, shared responsibility, evaluation and professional development. Practice of distributed perspective does not undermine the role of the school principal, but rather shows how leading and managing involve more than the actions of the school principals. School leadership and management do not reside exclusively in the actions of the school principal or in the actions of other formally designated leadership positions that are commonplace in schools (Spillane, Camburn&Pareja, 2007). Leading alone cannot solve all the complex problems and address all the challenging situations in a school. Every teacher contributes to the performance of the school (Schermerhorn, 2012). Avolio (2011) states that the core of being a leader is developing and helping people grow to their full potential where they can lead themselves effectively.

According to Bradford and Cohen (1998) sharing leadership responsibilities has substantial payoffs in the following ways: leadership exists at every level, the organization taps into the knowledge and energy of everyone, people from different units can tackle issues as a team and not as warring parties, the burdens of responsibility are shared broadly and the full talents of every employee is engaged. The possibility of distributed leadership in any school will depend on whether the head and the leadership team relinquish power, and the extent to

which staff embrace the opportunity to lead (Harris, 2005). There are an increasing number of studies that highlight a powerful relationship between practice of distributed forms of leadership and positive organizational change (Harris & Spillane, 2008). Most recently, research has shown that the patterns of leadership distribution matter within an organization and that distributed leadership practice is more likely to equate with improved organizational performance and outcomes within the school (Harris & Spillane, 2008).

2.3.1. Setting and defining the schools vision, mission and goals

Kouzes and Posner (1995) found in their research that a clear vision is a powerful resource. A clear vision has a significant impact on followers. When leaders articulate their vision for the organization, people reported significantly higher levels of job satisfaction, commitment and productivity (Kouzes & Posner, 1995). It is quite evident that clearly explaining visions make a difference in terms of organizational effectiveness and improvement. For teacher leaders, the research evidence suggests that the inspiring a shared vision, which is critical to distributed leadership practice, is based on an important idea. The idea is that if schools are to become better at providing learning for students, they must also become better at providing teacher leaders chances to develop and grow. It is also suggested that school improvement is achieved where individuals understand visions, and are able to put the visions into practice. A core function of practice of distributed leadership is to create a common vision for improving students learning. Creating a learning organization requires a deep rethinking of the leader's role.

Practice of distributed leadership wide array of leadership action that support creating and promoting mission, vision and goal in the schools environment and promoting a positive learning climate (Hallinger, 2011). School leaders must see themselves as learning leaders responsible for helping schools develop the capacity to carry out their mission. A crucial part of this role is cultivating and maintaining a shared vision which provides focus, generating questions that apply to everyone in the organization. Learning becomes a collaborative, goal-oriented task rather than a generalized desire to 'stay current' (Peter, 1990). Mission is what the school aspires and tries to accomplish, or sets of goals which focus on student learning and achievement (Walker and Murphy, 1986). It guides and controls the school's activities that it values. Krug (1992) emphasized the importance of mission for the success of the leader and

the school when he stated operating without a clear sense of mission is like beginning a journey without having a destination in mind.

2.3.2. Building effective relationship in schools

In institutional setting like schools everything starts with relationships, whether those relationship are among ideas (Marx, 2006). Teachers, administrators, supervisions, students and parents need to come together to define their aspiration, design procedures for decision making, the mobilization of resources and the evaluation of learning outcomes. The role of instructional leader in team building and developing team cohesion is aimed at defining common goals. Building effective relationship between all schools has been central to school improvement and the attainment of high levels of student achievement (Blase&Blase, 2004).

Distributed leadership practice creates an environment in which all teachers are instrumental in improving student outcomes, as it allows them to utilize their individual strengths, capacities and between their relationships (Engel & Silva, 2009). Chirichello (2004) proclaims that principals must be able to lead, follow or get out of the way by fading in and out of their roles. They must build a vision in which the school becomes a community of leaders and learners by providing time for teachers to develop their skills and be willing to be teachers and collaborators.

Practice of distributed leadership is frequently talked about as a cure-all for schools and it is the way leadership ought to be carried out (Spillane, 2006). The practice of distributed leadership were ensure the presence of a wide range of school leaders who would lead each department in a school and ensure a certain level of accountability for its success. Leithwood (1992) contends that schools need competent management to establish and maintain the daily routines that make individual people in the organization indispensable.

2.3.3. Promoting conducive school organization learning environment

Past research has demonstrated that the role of the principal has been shown to be a significant factor in a school's programmatic change and instructional improvement (Camburn, Rowan & Taylor, 2003; Harris, 2005), current research in educational leadership suggests reconceptualization of school organizational structures, shifting away from traditional, hierarchical models and embracing the practice of distributed leadership (Smylie

2007; Spillane, 2003). This is the structures, situation, or working conditions variable in our equation described earlier for predicting levels of performance.

Organizational culture and structure are two sides of the same coin. Developing and sustaining collaborative cultures depends on putting in place complementary structures, typically something requiring leadership initiative. Practices associated with such initiatives include creating common planning times for teachers and establishing team and group structures for problem solving (Hadfield, 2003). Hallinger and Heck (1998) identify this variable as a key mediator of leaders' effects on students. Restructuring also include practice of distributing leadership for selected tasks and increasing teacher involvement in decision making (Reeves, 2000). Additional evidence clearly indicates that leaders are able to build more collaborative cultures and suggests practices that accomplish this goal (Leithwood, Jantzi & Dart, 1990; Waters, 2003). For leaders of schools in challenging circumstances, creating more positive collaborative and achievement-oriented cultures is a key task (Jacobson, 2005; West, Ainscow & Stanford, 2005).

2.3.4. Sharing leadership responsibility

In an organization in which leadership is shared, decisions jointly made can only occur within a climate of trust. Smylie, (2007) found that the level of trust in an organization was related to how practice of distributed leadership was perceived and how well it was accepted. The principals in this study worked with their respective faculty to develop a culture of mutual respect and trust, communicating trust in their ability to teach and make decisions in the best interest of children, as well as trust in their ability to take on and solve the questions, issues, and problems faced by the schools. In addition to having teacher participation in decision making, this process empowers teachers to become engaged in the school, take on leadership roles, and foster a sense of commitment toward the issues addressed. Equally important to trust is the importance of relationships, a cornerstone practice of distributed leadership (Gronn, 2002; Harris, 2005) as well as the middle school philosophy (Jackson & Davis, 2000). Relationships between teachers and with administration may strengthen trust, empower teachers to participate in collaborative processes, and encourage participation in leadership opportunities.

Distributed leadership practices play a huge role in the success of school level improvement strategies as it requires the cooperation and involvement of all members of the school.

Yukl (1999) emphasizes that distributed leadership does not require an individual who can perform all the essential leadership functions within an organization, but a set of people who can collectively perform them. Some leadership functions may be shared by several members of the group. In a school, the school management team may share functions that require more accountability, but other leadership functions may be allocated to individual members of the staff who have the expertise to carry out these functions effectively. There is also a possibility that a particular leadership function may be performed by different people at different times. Yukl (1999) asserts that the leadership actions of any individual leader are much less important than the collective leadership provided by members of the organization. Through collaborative leadership practices, teachers are asked to engage as leaders (Richardson, 2003). The distributed leadership perspective promises to meet the demands of school leaders, identify hidden leaders, contribute to classroom achievement, and positively affect overall school reform (Engel-Silva, 2009). From a distributed leadership practice perspective, leadership rests on expertise rather than position, which is only possible in a climate of trust and mutual support (Bennett, Wise, Woods & Harvey, 2003).

Bennett (2003) describes the nature practice of distributed leadership in three points that follow. Firstly, Practice of distributed leadership defines leadership as an emergent property of a group or network of interacting individuals. It allows people to work together to pool their initiative and expertise, resulting in an outcome that is greater than the sum of individual actions. Secondly, practice of distributed leadership suggests an openness of the boundaries of leadership. The conventional net of leaders is widened and other individuals are seen as contributing to leadership. In the school situation, this openness is not limited to the school management team but includes the grade heads, teachers, administrative staff, general assistants, extra-curricular coordinators and coordinators of other school committees. The roles of all members of the school community need to be considered. Thirdly, practice of distributed leadership acknowledges that a variety of expertise is distributed across many people within an organization and is not confined to the few at the top.

2.4. School Leadership and Teacher's leadership practice

School Leadership practice:- school leaders sharing decision-making both formally and informally with the school staff. Shared leadership between principals and teachers involves several people working collectively on the shared vision and mission of the school. Shared leadership

practice does not rely on the knowledge or skills of one leader, but encourages participation of several leaders who wield both formal and informal titles (Goksoy, 2016; Leithwood et al., 2009; Spillane, 2006). Organizations that foster shared leadership are composed of individuals that trust each other and are open to the exchange of ideas (Harris, 2003). Bolman and Deal (2013) liken shared leadership to basket ball team in which individuals make decisions and innovate in concert with their teammates. This type of leadership demands commitment to the school's shared values and beliefs. Although Spillane (2006; 2008) claims that distributed and shared leadership are two separate models of leadership, many studies use the terms interchangeably because there are many similarities between shared leadership and practice of distributed leadership. Transactional and transformational leadership, situational leadership, teacher leadership, and shared leadership recognize that the school leaders must work with staff members in order to move the school forward and raise student achievement (Ross & Gray, 2006; Sun & Leithwood, 2012). School leaders must share the decision-making in determining the mission, values, and practices of the school. Teachers have just as much invested in student achievement as the school leaders, therefore policies and procedures must be created and nurtured to create a democratic school

Teacher leadership practice:-Teacher leadership practice is an important part of practice of distributed leadership in schools. Teachers have the most contact with students, therefore, their influence on student achievement is greatest (Goddard, Hoy, & Hoy, 2000; Hattie, 2009; Rockoff, 2004). Teacher efficiency is the belief of teachers in a school that the efforts of the staff will have a positive effect on students. Rock off (2004) found that a one standard deviation in teacher quality raises Student academic achievement.

Practice of Distributed leadership gives teacher leaders chance to take on leadership responsibilities beyond their classroom. Practice of Distributed leadership promotes the idea of teacher leadership by given teachers a voice in the process and opportunities to collaborate with the colleagues. Teacher leadership may be defined as a single or group of teachers that influence their cohorts, principals, and other members of the school community to improve teaching and learning practices to increase student learning and achievement (York-Barr & Duke, 2004, p. 287). During this time of school accountability, teacher leadership is needed more now than ever ("Teacher Leader Model Standards," n.d.; von Frank, 2011; York-Barr & Duke, 2004). During the last two decades, teacher leadership has held central position in the ways schools operate and influence school achievement (Danielson, 2006; Murphy, 2005;

Smylie, Conley, & Marks, 2005; Spillane, 2006). Many school reform initiatives have focused on recruiting, retaining, and developing highly effective teachers and increasing their influence on school decision-making (DuFour et al., 2008; Fullan, 2010; Ravitch, 2013; York-Barr & Duke, 2004).

The more power and influence a principal cedes to teachers, the school moves more to a democratic state (Barth, 2001; National Comprehensive Center for Teacher Quality, 2007; York-Barr & Duke, 2004). The more school fosters democratic environment that values collaboration, creativity, and communication the more teacher-leaders will emerge (Luff, 2011). Principals extend their own capacity when they foster teacher leadership and promote a community of learners (Barth, 2001, p.445). Principals who practice teacher leadership have greater teacher commitment to school mission, community, and tend to have high student achievement (Ross & Gray, 2006). By extending their capacity, principals increase the potential for student achievement.

Teacher leadership, shared leadership, situational leadership, and transactional and transformational leadership. This evolution of leadership was influenced by the school reform movement that led to the need for schools to develop greater leadership capacity and not rely only on the principal. Although the principal is responsible for building the structures in the school to promote distributed leadership, all members of the school are all ultimately accountable for the school's success and raising student achievement. Several leading theorists including Spillane, Elmore, and Grønn helped shape the modern of practice of distributed leadership and have aided in its evangelism in education literature and practice

2.5. Components of practice of distributed leadership

In practice of distributed leadership the unit of analysis is leadership practice. This practice is the interaction between leaders, followers, and situation and is demonstrated through task enactment. Practice cannot exist without all of these elements. Leadership is not an action in and of itself that is influenced by leaders, followers, and situation; it is a function of these things that does not occur in their absence. Leadership practice is not based on individual traits, skills, or perspectives; it is a product of the context of distributed leadership practice (Spillane, 2007).

Leaders:- In practice of distributed leadership the leaders are the individuals who exert influence over leadership practice. This influence can be distributed in three ways,

collaborated distribution, collective distribution, and coordinated distribution (Spillane, 2004; Spillane & Diamond 2007). When leadership is collaborated, two or more leaders work together in the same space on the same thing. Collective distribution describes the interdependency of two or more leaders working separately, for example, assistant principals and principals working together through separate formative evaluations to collectively produce teachers' summative evaluations. Coordinated distribution outlines a sequence of leadership routines that require the completion of one task to proceed with the next. This was illustrated as school staff using assessment data to inform instruction. Tests must be distributed, proctored, and scored prior to disaggregation of data. After that it must be organized, analyzed, and processed before goals are set. In order to set and pursue goals, the previous steps must be accomplished. This is achieved through a process of coordinated distribution (Spillane, 2004; Spillane & Diamond, 2007).

Followers: - Leaders cannot exist without followers. Leadership is influence and followers have to allow themselves to be influenced. Spillane and Diamond (2007) caution those who define followership in passive terms because of the multidirectional nature of the relationship. In a practice of distributed framework the roles may change and at times the leader becomes the follower and the follower becomes the leader (Spillane, 2004). Influence flow both ways and often times the legitimacy of a leader is based on the impression of the followers. Followers are a defining element of leadership practice; in interaction with leaders and aspects of the situation, followers contribute to defining leadership practice (Spillane & Diamond, 2007).

Situation: - The concept of situation brings context to the forefront of practice of distributed leadership. Just like instructional leadership, distributed leadership is product of the circumstances of the school. Situation is influential in the actions of leaders and their effect on followers (Spillane & Diamond, 2007). The size, type, purpose, and environment of the school do not only affect leadership, they constitute it. Thus, practice of distributed leadership cannot be separated from situation. Situation is made up of structure, tools, and routines. Structure is the rules and resources that provide the medium and outcome of social action within a system (Spillane, 2004). It encompasses the formal organization of the school (i.e. large scale organizational tasks or macro functions) and forms a basis for tools and routines. Tools and routines are artifacts of leadership practice. Tools are tangible representations of

leadership practice like memos, agendas, data analysis programs, policies, and evaluation protocols. Routines are abstract artifacts that represent the repetitive actions of leadership

Including vocabulary, strategies, and daily schedules (micro tasks) that are stretched across organizations (Spillane, 2001; Spillane, 2005). Tools and routines can either facilitate or extinguish leadership and a focus on their enactment can provide insight on the practice of distributed in an organization.

2.6. Students' Academic Achievement

The term academic achievement 'has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Owoyemi, 2000). Simkins (1981) commented on the scholastic standing of students and argued that academic achievement' is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system. Thus, in determining academic achievement', Daniels and Schouten (1970) emphasized the use of grades in examinations and reported that grades could serve as prediction measures and as criterion measures.

Academic achievement is often synonymous with academic emphasis, and academic rigor. It is also an organizational trait that is embedded in the perceptions of the individuals of the organization (Goddard, R. D., Hoy, W. K., and Hoy, A. W., 2000). The same authors said academic achievement is the beliefs of the group exceed the beliefs of the individuals and exhibit special characteristics. Moreover, Goddard pointed out that, when there is a strong sense of academic achievement, the teachers expect high achievement from student. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2006).

2.7. Practice of Distributed Leadership and Students Academic Achievement

The school leaders and teachers is critical to the achievement of students (Murphy, 1998). Huff, Lake, and Schaalman (1982) investigated the relationship between school leaders and teachers practice of distributed leadership and student achievement. Their findings support the hypothesis that school leaders in high performing schools have different attributes than their counterparts in low-performing schools. For example, they found that in high

performing schools, school leaders have stronger affective the dimension of practice of distributed leadership. They also found high performing leaders who practice of distributed leadership to be more focused and involved with change. Beare et al. (1989) found that outstanding practice of distributed leadership has habitually emerged as a key characteristic of outstanding schools. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes (Davis, 1998). A study by Andrew and Soder (1987) reported the behaviors of practice of distributed leadership impacted the performance of student achievement, especially low achieving students.

Their findings showed that, as perceived by teachers, achievement scores in reading, writing and mathematics as well as discipline showed significant gains in schools with strong practice of distributed leadership school leaders compared to schools with weak practice of distributed leadership leaders. Moreover, the findings of researches in the field of school effectively practice distributed leadership leaders the relationship between organization, leadership, culture, and student performance. For example, Edmonds (1979) claimed that strong leadership is one factor of school practice distributed leadership effectiveness, and this result was supported by Teddlie and Stringfield (2006). There is attention concerning the links between practice of distributed leadership and student performance and outcomes (Robinson, Lloyd, and Rowe, 2008)

Student academic achievement in the school in terms of the results obtained on the national examinations by the students were affected by forms of practice of distributed leadership in schools. Engaging many people in leadership activities are the foundation of Practice of distributed leadership (Harris, 2004) and where positive effects of Practice of distributed leadership clearly have been demonstrated. Research by Silns and Mulford (2002) has shown that student academic achievement are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of expertise. From a distributed leadership practice perspective, effective principals do not just string together a series of individual actions, but systematically practice of distribute leadership by building it into the fabric of school life (Spillane, 2006).

Leadership is distributed practice not by delegating it or giving it away, but by weaving together people, materials, and organizational structures in a common cause. Research supports the notion that improving school leadership at the building level holds tremendous

potential in helping schools bolster student academic performance, particularly for low-income students. The study of effective urban schools (Mendez-Morse, 1992) have found that a key factor in the success of these schools is the presence of a skilled principal who creates a sense of shared mission around improving teaching and learning and delegate's authority to educators who have the trust and support they need to get the job done.

Distributed leadership practice theory advocates the need for schools to adopt a more democratic and collective form of leadership that reflects the view that every person in one way or another can demonstrate leadership (Goleman, 2002). The conceptual framework guiding the research on school leadership focuses more on network patterns of control, where leadership activities are widely distributed across multiple roles (Smylie & Denny, 1990).

2.8. Patterns of practice of Distributed Leadership

To understand practice of distributed leadership more clearly, it is important to note that there are different patterns of practice of distributed leadership. Studying the different patterns of practice of distributed leadership and their effects on student outcomes may bring us closer to understanding what forms or patterns of practice of distributed leadership are more likely to improve student achievement as opposed to simply describing practice of distributed leadership as it presently exists in schools. Practice of Distributed leadership exists in every school in some manner, though the patterns of this practice of distributed leadership may vary widely. Leithwood et al. (2006) identifies four forms of practice of distributed leadership. These are: Plan full alignment: where, following consultation, resources and responsibilities are deliberately distributed to those individuals and groups' best placed to lead a particular function or task.

Spontaneous alignment: where leadership tasks and functions are distributed in an unplanned way yet, tacit and intuitive decisions about who should perform which leadership functions result in a fortuitous alignment of functions across leadership sources. Spontaneous misalignment: where, as above, leadership is distributed in an unplanned manner, yet in this case the outcome is less fortuitous and there is a misalignment of leadership activities. Anarchic misalignment: where leaders pursue their own goals independently of one another and there is active rejection, on the part of some or many organizational leaders, of influence from others about what they should be doing in their own sphere of influence.

Mac Beath (2005) identifies six forms of practice of distributed leadership, such as:

Formal distribution: where leadership is intentionally delegated or devolved. Pragmatic distribution is characterized as a reaction to external events such as demands from government or the local authority or parental issues (where leadership roles and responsibilities are negotiated and divided between different actors). Strategic distribution focused on a longer-term goal of school improvement. Incremental distribution refers to a professional development in which people prove their ability to exercise more leadership they are given. Opportunistic distribution means leadership doesn't need to be distributed because it is dispersed. Cultural distribution develops when leadership is intuitive and embedded in the culture.

2.9. Two key theorists, Spillane and Duignan

In the current educational leadership discourse, Practice of distributed leadership has a variety of interpretations. The work of Spillane and Duignan (2001), two eminent researchers on the topic, is examined and analyzed below. Both researchers view practice of distributed leadership as being central to the teaching and learning process in the school and agree that leadership involves all members of the school community, not just the principal and deputy principal. Spillane argues that leadership happens in a variety of ways throughout the school and is centered in the interactions between people. “Depending on the particular leadership task, school leaders’ knowledge and expertise may be best explored at the group or collective level rather than at the individual leaders’ level” (Spillane, Halverson and Diamond 2001).

Spillane’s theory of practice of distributed leadership moves beyond individual agency and the study of what leaders know and do to exploring how leaders think and act in situ. In using distributed cognition and activity theory as the basis for his study of leadership practices, he identifies the social context as an integral component. He identifies “the tasks, actors, actions and interactions of school leadership as they unfold together in the daily life of the school” as contributing factors to practice of distributed leadership in schools (Spillane, Halverson and Diamond, 2001). He highlights not only the interaction between people, but the interdependence between the people and their context. “The interdependence of the individual and the environment shows how human activity as distributed in the interactive web of actors, artifacts and the situation is the appropriate unit of analysis for studying practice” (Spillane et al 2001).

Spillane (2001) explains the idea further by detailing three types of **co-leadership practice**; collaborative, collective and coordinated.

Therefore detailing three types of **co-leadership practice**; collaborative, collective and coordinated were effect to practice of distributed leadership and student academic achievement school. The interdependence of the individual and the environment shows how human activity as distributed in the interactive web of actors, artifacts and the situation is the appropriate unit of analysis for studying practice in school.

2.9.1. Collective Practice of Distribution Leadership: -

Collective practice of distributed leadership involves leaders co-performing and working toward a shared leadership routine in a separate fashion, although their actions are interdependent on each other. This interdependency of thinking is not confined to a common place or time. This type of distribution practice holds great potential to provide a conceptual lens into the leadership motivation, ability, and action of teachers. Teachers work independently, yet toward the shared mission and goals of the school culture. Collective distribution of leadership parallels many of the organizational routines carried out by teachers on a daily basis, including evaluation of curriculum, analysis and assessment of student performance, and participation in various school-level management committees. These activities have the capability of stretching performance leadership more effectively, inciting teacher motivation and capacity, and developing leadership skills and performance (MacBeath, 2005; Spillane, 2004; Spillane & Diamond, 2007).

2.9.2. Collaborative Practice of distribution leadership

Collaborated distribution practice is characterized by two or more leaders working together in the same place and time to accomplish the same leadership routine. This approach involves a reciprocal interdependency, in which the actions of different leaders involve input from one another in co-performing a leadership routine. Reciprocal interdependencies involve individuals playing off one another (Spillane, 2006). An important effect of collaborative distribution is the potential for leaders to limit or facilitate, through the actions, motivation, capacity, and agency of those co-performing with them. The converse is equally valid due to the reciprocal interdependency nature of this type of distribution. Spillane (2006) noted that collaborated distribution more commonly is found in routine activities, such as staff development, grade-level meetings, and curriculum committee meetings, than in evaluative

types of leadership tasks. This type of distribution facilitates co-practice stretched over interacting leaders.

2.9.3. Coordinated distribution leadership Practice

Coordinated distribution leadership practices formed by tasks that are to be completed sequentially in order for the leadership routine to be performed. The leaders can co-perform independently or together. Interdependence is maintained, because completion of an activity by a leader or group of leaders is a prerequisite for initiating the task that follows. Thus, the school leadership process is embedded in coordinated distributed practices, as dictated by the interactions of leaders, followers, and their situation (Spillane, 2006).

Permeating distributed practices of leadership is the concept of heedfulness, defined by Spillane (2006) as the way in which a set of behaviors is performed: groups act heedfully when they act carefully, intelligently, purposefully, and attentively. Leaders do not have to agree, but they must be both attentive and alert to other leaders' actions (Spillane, 2006; Spillane, 2001). Leadership in educational contexts is abundant with structures and activities that are marked by isolation, independence, inattentiveness by other leaders, and lack of consensus (Hartley, 2007). Distributed leadership offers a conceptual lens to better understand, unify, and coordinate leadership within the school context. The performance of leadership activities can be maximized and become more effective as they are stretched across organizational leaders and become more permeable, its components and principles are better understood, and it becomes anchored in solid and abundant literature.

2.10. Theoretical framework

Theoretical framework for this study is based on (Mac Beath, 2005; Spillane, 2006) forms practice of distributed leadership Collective, Collaborated and Coordinated. This framework identifies forms of practice of distributed leadership that have potentially direct and indirect impact on students' academic achievement.

2.11. Conceptual framework

The conceptual framework of the study is based on the interactions of the independent variables (Dimension of practice of distributed leadership and forms of practice of distributed leadership) and the dependent variable (students' academic achievement)

Independent Variables

Dependent variable

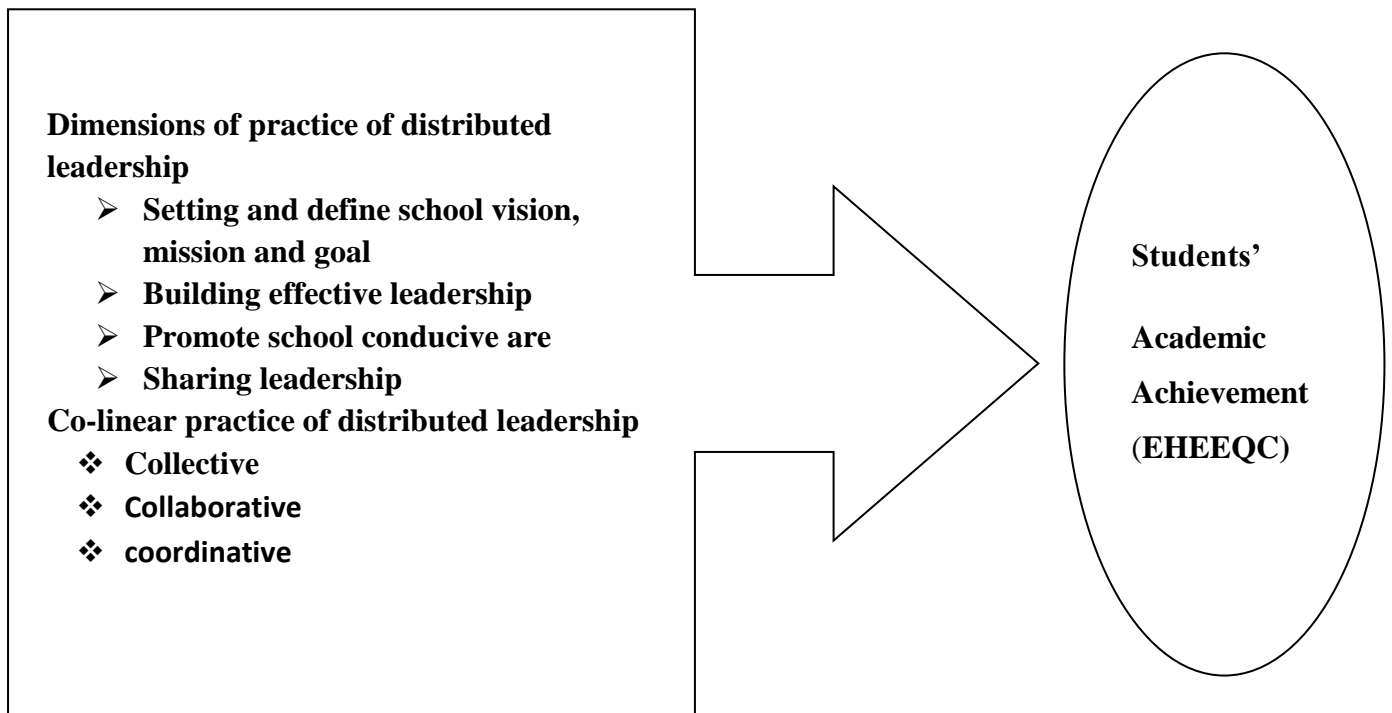


Figure 1 Fig 1: Conceptual frame work, Source: (Robert , 2010; Rosalind and Guerrie ,2014)

Summary of the Chapter

Practice of Distributed leadership can be a powerful means of bringing about school change if carefully considered and applied. Teacher leadership is an important component of leadership in schools and through practice of distributed leadership, the expertise, time and experience of all members of staff can be used optimally to ensure school improvement. Teachers should be nurtured and their expertise must be tapped into as the work of the principal becomes impossible to manage alone. The constant development of teachers for their new roles ensure a steady supply of leaders for the future. It must be borne in mind that practice of distributed leadership is not a panacea for school improvement, as much as depends on the school's developmental stage, and context in which the school finds itself (Harris, 2005). Practice of Distributed leadership allows for a reflection on leadership practices in new and challenging ways. It is bound to bring tensions and anxieties as boundaries are crossed and barriers are broken, in a quest for the best way to lead schools in the 21st century and beyond. However, if sustainable school improvement is what we are looking for, then, surely this is a risk worth taking.

Over all, this chapter was a presentation of the review of the literature relating to practice of distributed leadership and students' academic achievement. In this review, the researcher traced the concept of practice of distributed leadership, dimensions of practice of distributed leadership, and student academic achievement, components of practice of distributed leadership, and forms of practice of distributed leadership were presented. From the dimensions of practice of distributed leadership, setting and defining the schools vision, mission and goals, building effective relationship, promoting conducive School organization learning climate and sharing leadership responsibility was examined. Although there are many ways of examining practice of distributed leadership, for the purposes of this study the focus was forms of practice of distributed leadership such as: collective, collaborative and coordinated practice of distributed leadership. Finally, theoretical and conceptual framework of this study was presented.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter describes the overall study area, research design, methodology, sources of data, population, sample size and sampling techniques, instruments of data collection, validity and reliability of the instruments, data collection procedures, method of data analysis and ethical consideration.

3.1. The study area

The entire Kolfe Keraniyo Sub-City Administration in Addis Ababa was considered as the study population. Kolfe keraniyo sub - City Administration has 10 administrative Woredas and consists of people with diversified cultures, life styles and economic conditions .This study was conducted in secondary school of kolfe keraniyo Sub- City. The total number of kolfe keraniyo sub - City Administration is 7. All of them are government secondary schools. This study was conducted in Kolf ekeraiyo sub-city Administration of 7 secondary schools.

3.2. The Research Design

The study adopted a correlational research design. According to Simon (2006), correlation studies carry out research when the variations in the variables have already occurred naturally. In this study, practice of distributed leadership and students' academic achievement had already occurred. The variables were not manipulated and therefore, a correlation design was deemed appropriate (Johnson, 2004). The rationale behind the adoption of a correlation research design was that it supports the establishment of relationship between practice of distributed leadership and students' academic achievement variables. The study sought to determine if there exists a correlation between practices of distributed of leadership and students' academic achievement. The design was ideal for this study because coefficients were obtained to show if a relationship exists between practice of distributed leadership and student academic achievement in Government selected secondary school.

3.3. The Research Methods

The purpose of this study was to investigate relationship between practice of distributed leadership and students' academic achievement in Government selected secondary schools of

Kolfe Keraniyo Sub City Administration . Bazely (2003) defines research method where the researcher uses quantitative and qualitative research approaches, concepts in a single study. This approaches research also enables the researcher to gather data from multiple sources through using two data gathering of both quantitative and qualitative methods by minimizing their weaknesses in data gathering (Weitzman &Lohfeld , 2009).

A rationale for quantitative and qualitative research methods was that both approaches two sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon(interdependence of research methods) and they also provide for the achievement of complementary results by using the strengths of one method to enhance the other (Weitzman &Lohfeld, 2009). The method also combines and reinforces the strengths of each approaches and providing strong bases for conclusions and discussions based on findings (Creswell, 2003).

3.4. Sources of Data

To obtain reliable information about the relationship between practice of distributed leadership and student academic achievement data were collected from primary and secondary source.

3.4.1. Primary sources of data

Primary sources of data were employed to obtain reliable information about practice of distributed leadership and students' academic achievement. Which included the key informants asking closed ended, and open- ended question for respondent teachers and school leaders (principals and vice principals, department heads and school supervisors) who have direct and indirect involvement in practice of distributed leadership at every level.

3.4.2. Secondary source of Data

The researcher collecting data from secondary sources. The source of such data by checking document about student academic achievement entrance of grade twelve last three years by asking education office.

3.5. Population, Sample Size and Sampling Techniques

A sample was a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012:142). Kolfe keraniyo Sub - city

Administration have seven government high schools were selected using per passive sampling techniques. This is because it should be large enough to be representative of the census and small enough to be economical in terms of time, money and complexity of analysis, (Best and Khan, 1989). The schools chosen by using availability sampling techniques. (Vander tope and Johnston, 2009) state that census sampling involves selecting people who were available or convenient for the study. Supporting this Singh, (2006) also states that availability sampling was applied to those samples that were taken because they were readily available or because the researcher was unable to employ more acceptable sampling methods. To select equal percent of samples from selected schools proportional sampling technique would be used. The total number of director Since one school has one director all seven directors would be used as samples. Vice-Director Since six schools had three vice-directors only one school had two vice director, 20 vice- directors was used as samples. Department Head the numbers of department heads in all selected secondary school were (97) so, 30 of the department heads of all schools selected. Teacher 44 percent of teachers teaching in each of the seven schools selected for the study. According to Cohen, (1994) the largest the sample the better the study. The sample of each school selected by proportion willich (1977). Thus simple random sampling would be employed as follows: the total numbers of teachers in the seven schools were 504. The determined the sample would be taken were 223.

These total number in the sample size of respondents who were involve in the study from the population was selected by using the idea of Yamane (1967) formula.

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

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

Therefore: $n = \frac{504}{1+504(.05)^2} = 223$

After determined the sample size of 223 to calculate each sample size by the following

$$n_i = (n N_i) / N$$

Where: n_i = sample size for respondents

n = the total number of selected for each secondary schools

N_i = the total sample size for each selected secondary schools

N = the total number of secondary school

Table 3.1. Sample size and sampling techniques

School	Subject	Target population	Sampling size		Sample Technique
			$n = \frac{n * N_i}{N}$	%	
Rapi	Principal	4	4	100	Census method
	Department head	14	5	38	Simple random
	Teachers	52	23	44	Simple random
Ayer Tena	Principals	4	4	100	Census method
	Department head	14	5	38	Simple random
	Teachers	68	30	44	Simple random
Keraniyo	Principals	4	4	100	Census method
	Department head	14	4	30	Simple random
	Teachers	63	23	37	Simple random
Millinium	Principals	4	4	100	Census method
	Department head	14	5	38	Simple random
	Teachers	52	25	48	Simple random
Kolfe	Principals	4	4	100	Census method
	Department head	14	4	30	Simple random
	Teachers	58	18	31	Simple random
Jeneral Wako Gutu	Principals	3	3	100	Census method
	Department head	13	3	23	Simple random
	Teachers	41	16	39	Simple random
Yemane Birhan	Principals	4	4	100	Census method
	Department head	14	4	26	Simple random
	Teachers	46	20	44	Simple random
Total	Principals	27	27	100	Census method
	Department head	97	30	31	Simple random
	Teachers	380	166	44	Simple random

3.6. Instrument of data collection

3.6.1. Questionnaire

Quantitative approach is inquiries of data gathering provided or respond to statements. It was writing and used to get factual information (Best and Kahan, 2005). So, to Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed (Kumar, 2005), questionnaire proved to be appropriate instrument for data collection in this study. Questionnaire is less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaire more appropriate for this study. Close-ended open ended questionnaire was prepared to collect information from two groups of respondents namely teachers and school leaders (department heads, vice principals and principals). In an attempt to collect data, Likert type of questionnaire was prepared by the researcher and used as a main source of data gathering instrument .This likert scale is easy to construct: it takes less time to construct: simple way to describe opinion and provide more freedom to respond which consist of five scale (1=very low,2=low, 3=moderate, 4=high, 5=very high). The items were close-ended question 30 and open-ended five prepared for 223 respondent accordance with the designed objectives and research questions to be answered in the study concerning relationship between practice of distributed leadership and students' academic achievement.

3.6.2. Interviews

Based on qualitative data interview was important to gathering data instrument in this study. This data gathering instrument is selected with the belief that deeper information is obtained on issues critical to the study. Semi- structured interviews were interviewers was asked questions from a preplanned list of questions but also ask unplanned questions as well (Robert, 2009). For the purpose of this study, 26 schools supervisors were selected in government selected secondary schools in Kolfe keraniyo sub - city Administration and interviewed seven open-ended questions that interview was made by the researcher in accordance with the objectives of the study and research questions method.

3.6.3. Document analysis

The researcher was observed student academic achievement (EHEEQC) of grade 12 Seven Selected Secondary School of kolfe keraniyo sub-city Administration 2200 students' document. The purpose of this study is to gain the practice of distributed leadership responsibilities of high school on student's academic achievement. In this paper the researcher would like to investigate the practice of distributed leadership in the academic achievement of students. The study was help those school leaders who did not take leadership both for the school and the students. To study this data were collected both from primary and secondary resources. According to Abiyi et al .,(2009) document analysis can give an expert understanding of available data and also it is cheap.

3.7. Pilot study

Since the questionnaire is designed specifically for the purpose of this study, it is imperative to pilot test it in terms of clarity of questions and statements, choice of words, missing items, effectiveness of instructions, completeness of response items, and length and amount of time it would take to complete. The purpose of the pilot analysis was to test the data-collection instrument for face validity, and in particular, to check that the questions elicited appropriate responses (Cohen, Manion& Morrison, 2007).

A pilot study of the questionnaire was carried out in Dejezmach Balcha Aba Nabso secondary school using purposive sampling of 20 school leaders (one principal, three vice principal and 14 department heads) and 12 teachers who were not included in the sample of the study. The participants in the pilot study were chosen because they had a similar background and knowledge to the target population about the issues being investigated.

The pilot-test was conducted to test the validity and reliability of the content. It enabled the researcher to gather relevant information, about the respondents understand what the questionnaire wants to address and to check the items in the instruments and to identify and eliminate problems in collecting data from the sample of the study. The pilot test provides an advance opportunity for the researcher to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007). Verbal consent to participate in the pilot study was obtained from the respondents. Respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. They were also given the opportunity to make comments (in writing) regarding the content of the questionnaire. To this end, 30 questionnaires were distributed for school leaders and teachers selected for the pilot-test. All questionnaires were completed and returned. After the dispatched questionnaire was returned, necessary modifications on 4 items, 2 complete removal and replaced by new and replacement of 3 unclear questions were made.

3.7.1. Validity of the Instrument

Validity is the extent to which any measuring instrument measures what it is intended to measure or the suitability or meaningfulness of the measurement (Thatcher, 2010). Murphy and David shover (1998) states that there are two meanings of validity meant to ascertain whether the measuring instrument really measure what needs to be measured and to determine the correct instrument in producing an accurate result. To ensure validity of instrument, the instrument was developed under close guidance of the advisor and the pilot study was conducted in Dajesmach Balcha Aba Nabso secondary school which was not included in the sample of the study. The researcher tested the validity of the instrument by the approvals of the advisor who gave their opinions, comments, and suggestions about the questionnaire, its relevance to the purpose of the study, proper language, and clarity of the items. The researcher made some changes to the questionnaire such as modifying the wording of some items, inappropriate subscale and clarity of the questions when there was an agreement on changes. Additionally, the pilot-test was conducted to test the validity of the instrument. During the pilot study, the questionnaire were examined and tested for appropriateness, content, wording, and order. The outcomes of the pilot study indicated the need for some changes to the questionnaire such as modifying the wording on some items, replacement of unclear and rejected questions.

3.7.2. Reliability of the Instrument

Reliability refers to the degree of consistency of a certain instrument when used repeatedly on the same subject. Cronbach (1984) stated that the alpha Cronbach method is a widely used statistical tool to study the reliability of a certain research questionnaire. The alpha value indicates degree of internal consistency. It is a function of the number of items in the scale and the degree of their inter correlations. Internal consistency is assessed using item-to-total correlation. Cronbach's α is the most commonly used test to determine the internal consistency of an instrument. Instruments with questions that have more than two responses can be used in this test (Shuttle, 2015). The Cronbach's α result is a number between 0 and 1. An acceptable reliability score is one that is 0.7 and higher (George &Mallery, 2003; Shuttle, 2015). After the pilot questionnaire were filled and returned the reliability of the items were measured by using Crobanch's alpha method by the help of SPSS version 25. The obtained test result average was 0.873. Then, as the result indicated it was very good indicator of the internal consistency of the items.

Table 3.2. Reliability test results with Cronbach's alpha

No	Variables	No. of items	Cronbach Alpha	Rage
1	Dimensions of practice of distributed leadership	18	.800	Very good
1.1	Setting and defining the school vision ,mission and goal	5	.826	Very good
1.2	Building effective relationship	5	.760	Accept
1.3	Promoting conducive school organization learning condition	4	.821	Very good
1.4	Sharing leadership responsibility	4	.781	Accept
2	Form of practice of Distributed Leadership	12	.791	Acceptable
Average Reliability result		30	.873	Very good

Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: ≥ 0.9 – Excellent, ≥ 0.8 – Very Good, ≥ 0.7 – Acceptable, ≥ 0.6 – Questionable, ≥ 0.5 – Poor and ≤ 0.5 – Unacceptable". It is noted that an alpha of (0.947) is excellent to use the question for the research.

3.8. Data Collection Procedures

The researchers obtain letters of cooperation from Jima University which was taken to the study Kolf Keraniyo Sub City Administration also gave letters for cooperation to seven secondary schools. Then I gave the questioner to one schools as they check the questionnaires. After the necessary corrections were made from the pilot test, the researcher informed the respondents about the purpose of the study and how they fill in the questionnaires. Final questionnaire was duplicated and distributed with necessary orientation by the researcher to be filled out by participants. Participants were given ample time to complete the questionnaire and returned them to the researcher himself and an interview carried out through disclosing he purpose of the study by researchers. Document review was made by the researchers finally data from completed surveys were entered in to SPSS version 25.

3.9. Methods of Data Analysis

The data collected from the questionnaire was analyzed and interpreted quantitatively. Depending on the nature of the variables quantitative data analysis method was employed.

To begin the analysis, first respondents were categorized under different groups in terms of the practices that they have in leadership activity. Then, different characteristics of respondents in relation to their age, sex, education level, qualification, work experience and the position they hold currently was analyzed by using frequency and percentage. Secondly, the quantitative data obtained through a five point Likert scales ranging from strongly agree to strongly disagree in questionnaire was organized and tabulated around the sub-topics related to the research questions. Descriptive statistics like mean, standard deviation, weighed mean was calculated for those items prepared in Likert type of scale. For more advanced statistical operations, data were inserted into statistical software programmer, SPSS version 25 and further analysis was done.

To determine distributed leadership practice in secondary schools, the data collected through a five point Likert Scale ranging from strongly agree to strongly disagree in questionnaire was analyzed and interpretation was made based on mean, weighed mean, standard deviation and Independent sample t- test. Independent sample t- test was used to make sure whether there is a significant difference between means of the two groups of respondents (school leaders: principals, vice-principals, department heads and teachers) in terms of a given items of Practice of distributed leadership.

To examine the relationship between patterns of practice of distributed leadership and students' academic achievement and to determine the relationship between practice of distributed leadership and students' academic achievement, the data collected through a five point Likert scale ranging from strongly agree to strongly disagree in questionnaire was analyzed and interpretation was made based on Pearson's correlation coefficient. Pearson's correlation coefficient is a statistical measure of the strength of a linear relationship between two variables. Certain assumptions must be tested and met in order for the results of a Pearson correlation coefficient to be useful. It assumes that vicariate normal distributed the scales of measurement are interval or ratio level and that the relation between the independent and dependent variable is linear.

Multiple regression analysis was used to find out the independent more effect of each patterns of practice of distributed leadership. Multiple regression analysis was given a more detailed analysis as it enabled the examination of the influence of each forms of practice of distributed leadership on students' academic achievement. It also allowed the researcher to determine the combined more effect of the variables (Gay, Mills & Airasian, 2006). Certain

assumptions must be tested and met in order for the results of multiple regression analysis to be useful. It assumes that variables have normal distributions and that the relation between the independent and dependent variable is linear when all other independent variables are held constant (Tabachnick&Fidell, 2009). Observations of the visual representations of the histogram, scattered plot and partial regression plots revealed that the assumptions of normality and linearity were met.

3.10. Ethical Consideration

Ethical consideration plays a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies (Creswell, 2012). Before the study was carried out, the researcher obtained approval from Jimma University Department of Educational Planning and Management. Approval was granted from sub city educational offices before contacting the schools. Permission was sought from principals before any contact was made with the teachers. Consent was secured from each teacher before they filled out the surveys questionnaire and the researcher also explained how anonymity would be maintained throughout the study. Respondents were reminded not to write their name on the questionnaire and informed of the purpose, methods and time frame of the study. Likewise, the results were reported collectively so there was anonymity for participants involved.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter comprises two major parts. The first part presents the characteristics of the respondent involved in the study. Thus, the profile of the study group was discussed in terms of sex, age, level of education, service years and training attended in teaching profession. Part two of this chapter deals with the description of the data Presentation, analysis and interpretation of data obtained from Respondent Teachers and school leaders (department heads, principals and vice principals) selected secondary school kolfe keraniyo sub city Administration . To this end, both quantitative and qualitative data were gathered by using questionnaires, interview and document analysis. Quantitative data study employed 30 item questionnaires for 166 Teachers and 57school leader's total 223. This part of the data presented by table. The data collected through a five point Likert scales ranging from strongly agree to strongly disagree in questionnaire was analyzed and interpretation based on the mean and weighted mean values 1-1.50 as very low, 1.51-2.50 as low, 2.51-3.50 as moderate, 3.51-4.50 as high and 4.51-5.00very high. Qualitative data the analysis is inevitably interpretation, so data analysis is more of flexible, reactive interaction between the researcher and decontextualized data (cohe et al.,2007:469) this qualitative data interview from 26 supervisor and document analysis about student academic achievement leveled by percent below 20% very low (21-40)% as low ,(41-60)% as medium ,(61-80)%as high and (81-100)% very high.

4.1. Analysis and Interpretation on the characteristics of respondents

The two groups of respondents were asked to indicate their personal information. The result was summarized in the following table 3.Thus, the profile of the study group was discussed in terms of sex, age, level of education, service years and training attended in teaching profession.

Table 4.1. Analysis and Interpretation on the characteristics of respondents

No	Items	Category of items	Respondents			
			Teachers		School Leaders	
			No	%	No	%
1	Sex	Male	120	72.28	51	89.47
		Female	46	27.27	6	10.53
		Total	166	99.99	57	99.99
2	Age	21-25 years	10	6.02	-	6.02
		26-30 years	61	36.74	10	17.54
		31-35 years	50	30.12	31	54.38
		36-40 years	20	12.04	10	17.54
		41-45 years	17	10.24	6	3.61
		46-50 years	8	4.81	-	-
		Above 50years	-	-	-	-
		Total	166	99.99	57	99.98
3	Level of educational Attainment	Certificate	-	-	-	-
		Diploma	7	4.21	-	-
		BA/BSC/BED	132	79.51	47	82.45
		MA/MSc	27	16.26	10	17.54
		Total	166	99.99	57	99.99
4	Work experiences	5andbelow years	30	18.07	19	33.33
		6-10 years	50	30.12	10	17.54
		11-15 years	65	39.15	22	38.59
		16-20 years	10	6.02	5	8.77
		21-25 years	8	4.81	-	-
		26 and above	3	1.80	1	1.75
		Total	166		57	
5	Training attended	Didnot take at all	162	97.59	53	92.98
		Less than 1 week	-	-	-	-
		1-2 weeks	-	-	-	-
		3-4 weeks	-	-	-	-
		1-3 months	1	0.60	-	-
		Morethan3month	3	1.80	4	7.50
		Total	166	100	57	99.99

As shown in table 3 above, the data of the study revealed that,120 (72.87%) of teacher respondents are male and 46(25.13%) of teachers were female. school leader member respondents 51(91.39) were males while the remaining 6 (8.6%) of female respondents. This

implies that, the participation of females either in the secondary school teaching or involvement in the leadership is less than males.

Regarding their age, 10 (6.02%) of teacher respondents and between 21-25 years. 61 (36.74%) of teacher respondents and 10(17.54%) school leader respondents fall between the ages of 26-30 years. 50 (30.12%) of teacher respondents of and 31 (54.38%) of school leader respondents were between the ages of 31-35 years. 20 (12.04%)of teacher respondents of and 10(17.54%) of school leader respondents were between the ages of 36-40 years. On the other hand, 17(10.24%) of teacher respondents and 6(3.61) were school leaders. Between the ages of 41-45 years and 8(4.81%) of teacher respondents were between 46-51 years. This implies that teachers of different age groups were participated as sample respondents.

As far as level of educational attainment was concerned, 7(4.21%) of teacher respondents were diploma which is below the standard set for secondary schools. A 132(79.51%) of teacher respondents and 47 (82.45%) of school leader respondents were BA/BSC/BED degree while, the remaining 27 (16.26%) of teacher and 10(17.54) school leaders respondents were MA degree few respondents were MA/Msc holders. This implies that teachers and school leader those who had the required educational level were degree holders by subject areas graduates: even though the blue print of TDB (MoE, 2007) has stated that the academic qualification required for the secondary schools principal is MA degree. Pristine and Thurston (1994) pointed out that the most popular measure of leader is the extent which the organization performs its task successfully and attain its goal.

With respect to the work experiences of respondents, 30 (18.07%) of teacher respondents and 19(33.33.2%) of school leaders had teaching experience of 5 years and below. 50(30.12%) of teachers and 10(17.54%) of school leader respondents had 6-10 years' experience. On the other hand, 65(39.15%) of teacher respondents and 22(38.59%) of school leader had a work experience of 11 to 15 years. 10(6.02%) of teacher respondents and 5(8.77%) of school leader respondents had 16-20 years of work experience. Only 8 (4.81%) of teacher respondents had 21-25 years of work experience. The smallest portions of both groups of the study samples, 3(1.80 %) of teacher respondents and 1 (1.75%) of school leaders respondents have work experiences of 26-years and above in their teaching profession. This implies that teachers and school leaders those who had different teaching experiences were participated as the respondents.

Regarding training attended to school leadership, 162 (97.59.94%) of teacher respondents and 52(92.98%) of school leader respondents did not take at all any training which is relevant to school leadership 1(0.60%) of teacher respondents were taken school leadership training 1-3 Moths while the remaining 3 (1.80%) of teacher respondents and 4(7.50%) school leaders respondents were taken school leadership training. This implies that teachers and school leaders those who did not take school leadership training was participated as the respondents so the qualification of respondents have to develop skill of leadership by training to follow their schools.

This statistical data and interview questions responses reveal that school leaders were in opposite to day school leadership qualities in experience, qualification related with leadership. The leadership influence could be measured through their qualifications, experience they have in leadership activity, their experience to delegate authorities and provision of teachers freedom to do their duties independently (Hoy &iskel,2001).

Analysis the Dimensions of Practice of Distributed Leadership

As the review of the related literature discussed in the previous chapter revealed that the practices distributed leadership were mainly determined by the extent to which dimensions of practice of distributed leadership are implemented in the schools. Thus, dimensions of practice of distributed leadership were including setting and defining the schools vision, mission and goals, building effective relationship in the schools, promote conducive learning environment and sharing of leadership responsibility in secondary schools.

The variables that measured the dimensions of practice of distributed leadership were rated five point Liker Scale with one being the lowest score and five being the highest. Then mean scores were compared with (41-60) % which is moderate to indicate the level of dimensions of practice of distributed leadership as perceived by school leaders and teachers. If the mean score on the dimensions of distributed leadership practice was equal to or higher than 41-60(moderate), the researcher assumed that dimensions of distributed leadership were practiced a.nd vice versa. The mean scores for EHEEQC on the schools were obtained by averaging 7 subjects the students took on the grade 12 national examination. The mean was calculated for each school and across all in the sample schools. The score of 50 percent and above is considered as a pass mark in examination (MoE, 1987). On the other hand, in this

study Pass (50%) out of 700(100%) EHEEQC score is considered as a pass mark (mean or average score). The mean for each of the four dimensions of practice of distributed leadership was calculated by averaging the scores for the entire questionnaire within each dimension for the 223(166 teachers and 57 school leaders) in the participating secondary schools.

4.2. Analysis and interpretation of the dimension of practice of distributed leadership

Table 4.2. Descriptive statistics for the dimensions of practice of distributed leadership and EHEEQ

Descriptive Statistics			
Dimensions of practice of distributed leadership	N	Mean	Std. Deviation
Average of setting the school vision ,mission and goal	223	2.71	.74
Average of building effective leadership	223	2.55	.63
Average of promote school conducive environment	223	2.74	.93
Average of sharing leadership	223	2.82	.87
Average of overall dimension	223	2.70	.55
Average of Students Academic achievement	223	1.41	.35

Mean scores 1- 1.50 = very low, 1.51-2.50= low, 2.51-3.50 = moderate, 3.51-4.50=high and 4.51- 5.00 = very high

From table 4, the mean for each of the four variables of dimensions of Practice of distributed leadership , setting and defining the school vision, mission and goal was found to be high (M=2.71, SD=0.74) followed by building effective relationship(M=2.55, SD=0.63) and sharing leadership responsibility (M=2.74, SD=.93). The score for School organization dimension was moderate practiced as indicated in the average means is below (M=2.70 SD=0.55). The average EGSLCE examination scores for all schools was below the mean (M=1.41, SD=0.69) these failed underwear.

The supervisors were asked to show their practice of distributed leadership

“The practice of distributed leadership in schools: in different school practiced partially most of school were practice in low regarding to decision making ,lack of sharing power, lack of making conducive environment and

lack of building effective relationship in Government secondary schools. These were matter on students' academic achievement. As a solution they gave of training in leadership, in-service training and teachers' development program, qualified instructional leaders in the area of education, commitment and moral of instructional leaders to accomplish their tasks."

To make school leadership improve students' academic achievement, it should ensure the involvements of all the stakeholders: teachers, parents, community and students (MoE, 2001).

Table 4.3. In setting and defining the school vision, mission and goal

No	The items	Respondents	N	Mean	SD	WM	T value	Sig (2 tailed)
1	Develop the school mission, goals and objectives for the improvement of students' academic achievement	School leaders	57	3.09	1.19	2.86	2.06	.04
		Teachers	166	2.70	.88			
2	Capability in setting directions and encouraging the staff towards achieving the expected goals	School leaders	57	3.12	1.26	3.00	1.06	.29
		Teachers	166	2.96	.89			
3	Involve teachers and concerned stakeholders in setting the school vision, mission and objectives	School leaders	57	2.65	.74	2.42	2.34	.025
		Teachers	166	2.34	.94			
4	Plan and work towards highest academic achievement of students	School leaders	57	3.04	1.28	2.94	.79	.43
		Teachers	166	2.91	.96			
5	Allocate resources for the proper implementation and achievement of school vision and goals	School leaders	57	2.74	.79	2.48	2.50	.01
		Teachers	166	2.22	.91			
	Average mean	School leaders	57	2.93	.90	2.70	2.50	.01
		Teachers	166	2.64	.67			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.50 = very low, 1.51-2.50= low, 2.51-3.50 = moderate, 3.51-4.50=high and 4.51-5.00 = very high

The table 5 shows that the practice of school leaders in setting school's mission, vision and goal. With regard to item 1 which is concerned with the practice of school leaders in Developing the school mission, goals and objectives for the improvement of students' academic achievement rated at high level leadership practice as indicated in the mean values of 2.70 and 3.09 by teachers and school leaders respectively as well as weighted mean 2.86. The t-value (2.06) is greater than t-critical value (1.99) and p value (0.04) less than level (0.05) which is denotes that there is no significant difference between the two groups of respondents on develop the school mission, goals and objectives for the improvement of students' academic achievement.

With respect to item 2 on the table 5, which are concerned with school leaders capability in setting directions and encouraging the staff towards achieving the expected goals was rated at high level as indicated in the mean values of 2.96 and 3.12 by teachers and school leaders respectively with 3.00 weighted mean. The t-value (1.06) is less than t-critical value (1.99) and p value (0.29) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

From item 3 on the table 5, shows that the practice of school leaders involves teachers and concerned stakeholders in setting the school mission and objectives was highly practiced as indicated in the mean values of 2.34 and 2.65 by teachers and school leaders respectively with 2.42 weighted mean values this show low Involve teachers and concerned stakeholders in setting the school vision, mission and objectives low . The t-value (2.34) is greater than t-critical value (1.99) and p value (0.02) less than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

The responses from teachers and school leaders on the practice of school leaders towards planning and working for the highest academic achievement of students' shown in item 4, on the above table 5, was performed at highly practiced. This is because the mean values from the two groups was 2.91 and 3.04 by teachers and school leaders respectively with weighted mean values of 2.94. The t-value (.79) is less than t-critical value (1.99) and p value (0.44) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning to item 5, on the table 5, shows that allocation of resources by school leaders for the proper implementation and achievement of school vision and goals was highly

implemented. This was concluded from the respondents mean values from teachers and schools leaders of 2.22 and 2.74 respectively with weighted mean of 2.48. However, the t-value (2.35) is greater than t-critical value (1.99) and p value (0.01) less than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

Generally, the practice of setting and defining the school vision, mission and goal was highly implemented as indicated in the average means of 2.64 and 2.93 by teachers and school leaders respectively, with 2.70 weighted mean values the t-value (2.50) is greater than t-critical value (1.99) and p value (0.01) less than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents. This shows that there is moderate levels of setting and defining school vision, mission and goal by everyone, low level of involving teachers and concerned stakeholders in setting and defining school vision, mission and goal.

Wihile Duif Ton et al. (2013) suggests strategic vision in terms of shared vision with common values for all, where ownership by both staff and pupils is found important and creating learning organization is one of the school goals. But the study seems to be little extent or perception about the school structure providing distributed leadership activities. Teachers seem to experience a limited freedom regarding the extent of strategic vision.

“Additionally interview conducted by researcher with school supervisor that; how the practice of setting and defining the school vision, mission and goal the respondent not all school leaders recognize vision, mission and goal of school to teacher in government secondary school. Example most leaders not gave an attention to discuss with teachers to enhance as they practice leadership. This shows as that, most school leaders were not focused distributed leadership they have to be used to remember others participate.”

Table 4.4. Distributed leadership practice in building effective relationship in secondary schools

No	The items	Respondents	N	Mean	SD	WM	T value	Sig (2tailed)
1	Challenges people to try out new and innovative ways to do their work	School leaders	57	2.49	.63	2.33	2.50	.07
		Teachers	166	2.28	1.81			
2	Develops collaboration, networking and partnerships work relationships between schools	School leaders	57	3.00	.93	2.89	1.8	.06
		Teachers	166	2.79	.98			
3	Shows others how their long-term interests can be realized by enlisting in a common vision or inspiring a shared vision	School leaders	57	3.04	.82	2.85	1.70	.09
		Teachers	166	2.79	.96			
4	Gives the teacher leaders of the team lots of appreciation and support for their contributions	School leaders	57	2.56	.68	2.38	2.06	.04
		Teachers	166	2.31	.88			
5	Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	School leaders	57	2.54	.60	2.43	1.60	.11
		Teachers	166	2.32	.99			
	Grand mean	School leaders	57	2.72	.48	2.55	2.59	.01
		Teachers	166	2.48	.67			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.50 = very low, 1.51-2.50= low, 2.51-3.50 = moderate, 3.51-4.50 = high and 4.51-5.00 = very high

The table 6, shows that the practice of school leaders in building effective relationship in secondary schools. With regard to item 1 which is concerned with the practice of school leaders that challenges people to try out new and innovative ways to do their work was rated at low level as indicated in the mean values of the two groups were 2.28 and 2.49 by teachers and school leaders respectively with 2.33 weighted mean values this show . The t- test result (.35) is less than the table value (1.99) and p value (.07) less than significant level (.05) which is confirms that there is statistically significant difference between the responses of the two groups.

With respect the table 6, item 2, showed that practice of distributed leadership in develops collaboration, networking and partnerships work relationships between schools communities was rated at moderate level as indicated in the means values of 2.82 and 3.00 by teachers and school leaders respectively with 2.79 weighted mean values. The t-test result (1.8) is less than the t-critical value (1.99) and p value (0.06) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

The responses from teachers and school leaders on the practice of distributed leadership that shows others how their long-term interests can be realized by enlisting in a common vision or inspiring a shared vision shown in item 3 , on the table 7, was rated at moderate level . This is because the mean value from the two groups was 2.79 and 3.04 with the weighted mean value of 2.85. The t-test result (1.70) is lower than the t-critical value (1.99) and p value (0.09) greater than significant level (0.05) which denotes that there is no significant difference between the perceptions of the two groups of respondents.

With respect to item 4, on the table 6, shows that practice of distributed leadership that gives the teacher leaders of the team lots of appreciation and support for their contributions was rated at lo level as indicated in the means values of 2.31 and 2.56 by teachers and school leaders respectively with 2.37 weighted mean values . The t-test result (2.06) is greater than the t-critical value (1.99) and p value (0.04) less than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning to item 5 on the table 6, practice of distributed leadership that searches outside the formal boundaries of organization for innovative ways to improve was rated at low level. This was concluded from the respondents mean values from teachers and schools leaders of 2.32 and 2.54 with the weighted mean of 2.43. However, the result obtained from the t-test (1.60) is greater than the t-critical value (1.99) and p value (0.11) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

As a whole, the practice of distributed leadership with regard to building effective relationship in secondary schools was rated at moderate level as indicated in the average means of 2.88 and 2.69 by teachers and school leaders respectively with 2.74 weighted mean values. Therefore, it can be said that the role of practice of distributed leadership in building effective relationship among teachers and stake holders in the school was rated at moderate.

In connection to this, Marx (2006) stated that school leaders establish and maintain open and productive relations among the school community by working with teachers, students, parents and the community at large and need to be able to develop and maintain positive relationship with all.

“Additionally interview conducted by researcher with school supervisor that; how in building effective relationship they respond as lack of building effective relationship, these indicate in the same school the relationship between school leaders and teachers were lack because of lack of understanding teachers to participate in planning and lack implementation and provide opportunity for staff collaboration on the alignment of curriculum with standards and achievement”.

Practice of distributed leadership being used as human capacity building was the further and final use. Its major tenet was that having more educators engaged in leadership would encourage those educators to learn more about themselves and the issues facing the school. The purpose was to increase the capacity of individuals, thereby multiplying the capacity of the organization, and in turn boost school improvement (Harris, 2006)

Table 4.5. Practice of distributed leadership promoting conducive school organization learning climate

No	The items	Respondents	N	Mean	SD	WM	T value	Sig (2 tailed)
1	Create conducive environment in which a good working relationship exist	School leaders	57	2.88	1.12	2.85	.17	.86
		Teachers	166	2.84	1.26			
2	Facilitate supportive atmosphere for teachers and all school members	School leaders	57	2.91	1.02	2.89	.13	.89
		Teachers	166	2.89	1.29			
3	Developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools	School leaders	57	2.60	.62	2.43	2.50	.01
		Teachers	166	2.27	.88			
4	Encourage individuals or groups to make decisions on issues important for schools improvement	School leaders	57	3.12	1.32	2.85	1.97	.05
		Teachers	166	2.76	1.17			
Grand mean		School leaders	57	2.88	.70	2.74	1.31	.19
		Teachers	166	2.69	.99			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.50 = very low, 1.51-2.50= low, 2.51-3.50 = moderate, 3.51-4.50 = high and 4.51-5.00 = very high

The table 7 shows that the practice of school leaders and teachers in promoting conducive school organization learning climate. With regard to item 1 which is concerned with the practice of school leaders and teachers in creating conducive environment in which moderate working relationship exist, the mean values of 2.84 and 2.88 was obtained from both teachers and school leader's respectively with 2.85 weighted mean values, which is rated at moderate level leadership practice . The t-test result (.17) is less than the t-critical value (1.99) and p value (0.86) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

From item 2 on the table 7, shows that the practice of school leaders in facilitating supportive atmosphere for teachers and all staff members is rated at low level as indicated in the mean values of 2.89 and 2.91 by teachers and school leaders respectively with 2.89 weighted mean values. The t-test result (.13) is less than the t-critical value (1.99) and p value (0.89) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

The responses from teachers and school leaders on the practice of school leaders in developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools shown in item 3, on the table 7, was performed at a low level practice of distributed leadership . This is because the mean value from the two groups was 2.27 and 2.60 by teachers and school leaders respectively with weighted 2.43 mean values. The t-test result (2.50) is greater than the t-critical value (1.99) and p value (0.01) less than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

With respect to item 4, on the table 7, shows that the practice of school leaders that encourages individuals or groups to make decisions on issues important for schools improvement is rated low level as indicated in the means values of 2.76 and 3.12 by teachers and school leaders respectively with 2.85 weighted mean values. The t-test result (1.97) is less than the t-critical value (1.99) and p value (0.06) is equal to significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Generally, the practice of school leaders and teachers in promoting conducive school organization learning climate was moderate practiced as indicated in the average means of

2.69 and 2.88 by teachers and school leaders respectively, with 2.74 weighted mean values. The t-test result (1.31) is less than the t-critical value (1.99) and p value (.19) is greater than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

However, as it is stated by Whalston and Louis, (2003) an organization becomes Developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools. In light of distributed leadership practice, teachers are given opportunities to be part of group decision making because distributed leadership promotes the idea that teachers have influence over and practice in school-wide decision. In addition to research by (Harris, A., & Muijs, 2005) also found practice of distributed leadership result in widely shared decision making process viewed as the responsibilities of group rather than the individuals.

Table 4.6. Distributed leadership practice in sharing leadership responsibility in secondary schools

No	The school leaders ...	Respondents	Mean	SD	WM	T value	Sig tailed	
1	Given opportunities for teachers in leadership responsibilities	School leaders	57	2.11	1.77	2.46	2.35	.001
		Teachers	166	2.81	.55			
2	Given opportunities for Department leaders in leadership responsibilities	School leaders	57	3.10	.93	3.00	.55	.58
		Teachers	166	2.90	1.19			
3	Encourage stakeholders to take part in the planning and implementation of school Budget	School leaders	57	3.26	.79	3.10	1.23	.22
		Teachers	166	3.05	1.24			
4	Establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member	School leaders	57	3.19	1.88	2.95	1.75	.08
		Teachers	166	2.87	1.31			
	Grand mean	School leaders	57	3.08	.63	2.82	2.50	.01
		Teachers	166	2.73	.93			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.50 = very low, 1.51-2.50= low, 2.51-3.50 = moderate, 3.51-4.50 = high and 4.51-5.00 = very high

The table 8 tells about the practice of school leaders in sharing leadership responsibility in secondary schools. Concerning item 1, teachers and school leaders were asked that given opportunities for teachers in leadership responsibilities in secondary schools the mean indicate low level of that given opportunities for teachers in leadership

responsibilities in secondary schools . For this, 2.81 and 2.11 mean values of teachers and school leaders

Respectively, with 2.46 weighted mean values confirms such practice is low. The t-test result (2.35) is greater than the t-critical value (1.99) and p value (0.001) less than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

Regarding item 2, on the table 8, the respondents were asked whether or not given opportunities for department head in leadership responsibilities. This shows the two groups of respondents mean values of 2.90 and 3.10 of teachers and leaders respectively, including 3.00 weighted mean values which were rated moderate level. The t-test result (.55) is less than the t-critical value (1.99) and p value (0.58) greater than significant level (0.05). This implies that there is no significant difference between the two groups of respondents' response.

Regarding to item 3, on the table 8, shows that encourage stock holders to take part in the planning and implementation of school budget was rated moderate level, as indicated in the means of 3.05 and 3.26 by teachers and school leaders respectively with 3.10 weighted mean values. The t-test result (1.23) is less than the t-critical value (1.99) and p value (0.22) greater than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

Concerning item 4, on the table 8, shows that establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member was rated moderate level, as indicated in the mean values of 2.87 and 3.19 by teachers and school leaders respectively with 2.95 weighted mean values. Since, the calculated t-test result (1.75) was less than the t-critical value (1.99) and p value (0.08) greater than significant level (0.05). This implies that there is no statistically significant difference between the two groups of respondents' response.

Regarding to the practice of school leaders in sharing leadership responsibility in secondary schools were rated moderate level of practice, as indicated in the average means of 2.73 and 3.07 by teachers and school leaders respectively with 2.82 weighted mean values.

Generally by Whalston and Louis, (2003) an organization becomes given opportunities for teachers in leadership responsibilities in light of distributed leadership practice, teachers are given opportunities to be part of group decision making because distributed leadership promotes the idea that teachers have influence over and practice in school-wide decision .in

addition to research by (Harris,A., & Muijis, 2005) also found practice of distributed leadership result in widely shared decision making process viewed as the responsibilities of group rather than the individuals.

“In addition the interviewed respondents responded that practice of distributed leadership in secondary schools were about sharing leadership responsibility there were forming different committees to run different activities like establishing clubs, school management (department) school and so on top down . This implies there is poor understanding of distributed leadership in secondary school level. The teachers and school committees don’t recognize themselves as decision makers and they have no interest to take part in decision making, because most of them beliefs that decision making is left for school principals only. Also school leaders were not sharing leadership responsibility by desentarlazation”.

To make school leadership improve students’ academic achievement, it should ensure the involvements of all the stakeholders: teachers, parents, community and students (MoE, 2001). Transformational leadership, situational leadership, teacher leadership, and shared leadership recognize that the school leaders must work with staff members in order to move the school forward and raise student achievement (Ross & Gray, 2006; Sun & Leithwood, 2012). School leaders must share the decision-making in determining the mission, values, and practices of the school. Teachers have just as much invested in student achievement as the school leaders, therefore policies and procedures must be created and nurtured to create a democratic school.

Therefore, based on the response of majority, it possible to conclude that having big workload hindered distributed leadership practice to implement distributed leadership practice activities effectively and efficiently. The practice distributed leadership in the schools top down management structures these makes lack trust ,between teachers and principals ,lack of adequate and continuous leadership.

4.3. Analysis And Interpreted Student Academic Achievement

Tale 4.7 Analysis and interpret students' academic achievement (EHEEEEC)

Year	%						
	<i>Ayerten</i>	<i>Keraiyo</i>	<i>Rapi</i>	<i>Minilium</i>	<i>Kolfe</i>	<i>JWG</i>	<i>Yemane</i>
	a%	%	%	%	%	%	%
2011	41	41	42	41	35	43	39
2012	31.3	31.7	32	33.8	18	26	19
2013	4.71	8.19	5.06	7.33	30	34	22

The above table 9 indicate that student mark change into percentage what each three year record by seven subject by the interval (1-20)% ,(21-40)% , (41-60),(61-80) and (81-100)% . The variables that measured the student academic achievement were rated five point Liker Scale with one being the lowest score and five being the highest to change in to mean score.

Table4.8.The mea and standard deviation of student academic achievement

Descriptive Statistics			
Academic year	N	Mean	Std. Deviation
Student's Academic Achievement 2011 year	223	2.80	.402
Student's Academic Achievement 2012 year	223	1.90	.424
Student's Academic Achievement 2013 year	223	1.24	.429
Average of Student Academic Achievement	223	1.98	.176

The above table10 Shows he mean scores of three year for EHEEQC on the schools were obtained by averaging 7 subjects the students took on the grade 12 national examination. The mean was calculated for each school and across all in the sample schools. The score of 50 percent and above is considered as a pass mark in examination (MoE, 1987). On the other hand, in this study PASS (50%) out of 700(100%) EHEEQC score is considered as a pass mark (mean or average score). The mean for each of the three years of student academic achievement was calculated by averaging the scores for the entire (1-20)% was very low ,(21-40)% low ,(41-60)%moderate ,(61-80)% high and (81-100)% very low .

Furthermore the total university entrance national examination means score among three years result showed that ,inline of this Hallinger &Hoek(1998) conducted study exploring the relationship among student academic achievement &their result showed practice of

distributed leadership have an direct relationship and positive relationship with student academic achievement.

4.4. Analysis and Interpretation of the relationship between practice of distributed leadership and students’ academic achievement

Table4.9. The correlation between dimensions of distributed leadership practice and students’ academic achievement

Correlations			
		Average of practice of distributed leadership	Average of student academic achievement
Average of practice of distributed leadership	Pearson Correlation	1	.761*
	Sig. (2-tailed)		.000
	N	223	223
Average of student academic achievement	Pearson Correlation	.761*	1
	Sig. (2-tailed)	.000	
	N	223	223
*. Correlation is significant at the 0.05 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

The analysis was addressing the second research question; what is the relationship between practice of distributed leadership and students’ academic achievement in selected secondary schools of KolfeKeraniyo Sub - City?

The results of table 12, indicate that there were significant and positive correlation between average dimensions of practice of distributed leadership and students’ academic achievement($r = .761$, $r^2 = 0.579$, $P < 0.05$). There is a significant relationship between the two variables, the correlation coefficient is moderate. The r^2 value indicates that the Average dimension of Practice of distributed leadership explains 57.9 % of the variance in students’ academic achievement scores in EHEEQC. Practice of distributed leadership showed strongly significant relationship with students’ academic achievement on EHEEQC (Grade 12 national examination) .

“The interviewed respondents the supervisors responded: the relation between practice of distributed leadership and student academic achievement there are positive relation between the practice of the dimension and student academic achievement when the dimension practiced well student academic achievement were increase”.

For example, they found that in high performing schools, school leaders have stronger affective the dimension of practice of distributed leadership. They also found high performing leaders who practice of distributed leadership to be more focused and involved with change. Beare et al. (1989) found that outstanding practice of distributed leadership has habitually emerged as a key characteristic of outstanding schools. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes (Davis, 1998). A study by Andrew and Soder (1987) reported the behaviors of practice of distributed leadership effected the performance of student achievement, especially low achieving students. As National College for School Leadership (2003) suggests, the relationship between practice of distributed leadership and learning is a crucially important issue. Although researchers like Harris, Day, Hadfield, Hopkins, Hargreaves and Chapman (2002) have identified practice of distributed leadership as leadership qualities associated with improving schools and students' outcomes.

Therefore to develop student academic achievement the distributed leadership have to practice effectively. Using transactional, situational leadership, teacher leadership, and shared leadership recognize that the school leaders must work with staff members in order to move the school forward and raise student achievement.

4.5. The more effects forms of Practice of distributed leadership on students' academic achievement

Schools have many effects implementation of practice of distributed leadership and student academic achievement. The following three forms of practice of distributed leadership were the effects of student academic achievement.

Tale 4.10. Descriptive statistics for the forms of practice of distributed leadership and EHEEQC

Descriptive Statistics			
Forms of practice of distributed leadership	N	Mean	Std. Deviation
Collective practice of distributed leadership	223	2.62	.49
Collaborative practice of distributed leadership	223	2.43	.59
Coordinative practice of distributed leadership	223	2.85	.55
Over all forms of practice of distributed leadership	223	2.50	.42

From table 12, the mean for each of the three variables of forms of practice of distributed leadership collective practice of distributed leadership (M=2.62, SD=.49), collaborative practice of distributed leadership (M=2.43, SD=0.59) this indicates the practice of collaborative was weak and coordinated practice of distributed leadership (M=2.85, SD=.55). And average forms of practice of distorted leadership (M=2.50, SD=.42) which indicate the practices of patters distorted leadership were moderate . The average EHEEQC examination scores for all schools was low the mean (M=1.41, SD=0.35) was low.

Transformational leadership, situational leadership, teacher leadership, and shared leadership recognize that the school leaders must work with staff members in order to move the school forward and raise student achievement (Ross & Gray, 2006; Sun & Leithwood, 2012).

Therefore the practice of Collaborative forms of practice of distributed leadership was low Enhances teacher participation in decision-making, Encourage stake holders to take part in the planning and implementation of school budget ,Develops Collaboration, networking and partnerships work relationships between schools stakeholders and Monitoring student progress.

Multiple regression analysis was used to determine the independent more effects of each of the forms of practice of distributed leadership variables on student academic achievement scores in EHEEQC. The analysis was addressing the three research question; is which forms of practice of distributed leadership have more effect on students’ academic achievement in selected Government secondary schools of Kolfe Keraniyo Sub City Administration.

Table 4.11. Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Change Statistics		
						df1	df2	Sig.F Change
1	.524 ^a	.275	.34488	.275	27.661	3	219	.000

Predictors: (Constant), Average form, collective , collaborate.

Dependent variable: Academic Achievement

A .Predictors (Constant): collective practice of distributed leadership, collaborative practice of distributed leadership and coordinated practice of distributed leadership When evaluating whether the model summary, in which all forms of practice of distributed leadership were added is successful in predicting students’ academic achievement, the model Summary has been assessed. The R square is an important measure which indicates how much of the variance in the dependent variable is accounted for by the different predictors in the model.

The adjusted R square indicates how well the model can be generalized in the population (Fields, 2009). The R square in the data analysis is 0.275, which means that 27.5% of the variance impact on students’ academic achievement at EHEEQC is explained by the combination of independent variables. According to Pallant (2005) a value around the 0.26

for the R square is a respectable result and the adjusted R square is quite lower than the R square with a value of 0.265.

The F ratio measures whether the model as a whole has statistically significant predictive capacity. The standardized beta value indicates which independent variable account for the strongest, unique contribution to explaining the dependent variable, when the variance explained by the other independent variables in the model is controlled (Pallant, 2005). The standardized betas are interpreted in a similar as correlation and are directly comparable, which makes them a better measure to provide insight in the importance of the different predictors (Fields, 2009; Acock, 2008). More importantly is the question whether a predictor makes as statistically significant unique contribution to the dependent variable. This was assessed by checking whether the p -values are smaller than the significance criterion 0.05.

Table 4.12. Multiple Regression analysis forms of Practice of distributed leadership variables `Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
		B	Std.error				Tolerance	VIF
1	(Constant)	.217	.151		1.443	.150		
	Collective	-.481	.087	-.598	-5.524	.000	.283	3.539
	Collaborative	-.331	.099	-.405	-3.329	.001	.224	4.473
	Forms Average	1.153	.163	1.213	7.051	.000	.112	8.935

a. Dependent Variable: SAA

Using the enter method it was found that the three forms of practice of distributed leadership variable had an average positive effect on explaining the variance in students' academic achievement ($F=27.66$, $R^2 =0.275$, $\Delta R^2 = 0.265$, $P< 0.05$). The result shows that 27.5% of the variation in students' academic achievement at EHEEC can be explained by the three

forms of practice of distributed leadership. When adjusted R^2 (ΔR^2) is used the model predicts about 26.5% variation in students' academic achievement at EHEEQC.

The results of table 13 shows that collective practice of distributed leadership

($B=-.481$, $\beta=-.598$, $P<0.05$) had no significant and negative impacts on students' academic achievement and collaborative distributed leadership ($B=-.331$, $\beta=3.329$, $P < 0.05$) had a significant and moderately positive impacts on students' academic achievement.

“Additionally the interview for supervisor that the effect of forms of practice of distributed leadership on students' academic achievement. The respondent respond lack of collaborate and coordinate and networking were happen students' academic achievement were low .As a whole, lack of collaborating, cooperation networking, making decision and commitment in secondary schools was rated at high effect of practice of distributed leadership which affects student academic achievement.”

The converse is equally valid due to the reciprocal interdependency nature of this type of distribution. Spillane (2006) noted that collaborated distribution more commonly is found in routine activities, such as staff development, grade-level meetings, and curriculum committee meetings, than in evaluative types of leadership tasks. This type of distribution facilitates co-practice stretched over interacting leaders. More researches are required to understand which forms of distributed leadership practice of may have significant effect on students' achievement (NCSL, 2003). Studies are still needed to build up a sound database on which to assess the effectiveness of practice of distributed strategies in raising school achievement, especially investigation of the effects practice of distributed leadership strategies in raising student achievement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE FINDINGS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations. Hence, the Chapter is divided into three sections. The first section summarizes the major findings of the study. The conclusion drawn from the findings of the study are provided in the second section. In the last section, recommendations of the study are put forward.

5.1. Summary of Major Findings

The main purpose of this study was to investigate relationship between practice of distributed leadership and students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub City Administration in Addis Ababa City Administration. To this end, an attempt has been made to assess the dimensions of practice of distributed leadership; the relationship between dimensions of practice of distributed leadership and students' academic achievement of grade twelve's in government selected secondary schools and The effect of forms of practice of distributed leadership on students' academic achievement. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. To what extent practice of distributed leadership in selected secondary schools of Kolfe Keraniyo Sub City Administration?
2. What is the relationship between practice of distributed leadership and students' academic achievement in selected secondary schools Kolfe Keraniyo Sub City Administration?
3. Which forms of practice of distributed leadership more effects on students' academic achievement in selected secondary schools of Kolfe Keraniyo Sub City Administration?

Correlation design and, quantitative and qualitative research approach was employed in this study. The related literature was reviewed and documented. In order to get answers for the above basic questions, among seven secondary schools found in kolfe keraniyo Sub City Administration the study was carried out in seven secondary schools that were selected by using available sampling technique. Among 504 target populations of the study, 223 respondents' (57 school leaders and 166 teachers) were taken for this study. One set of

questionnaire was used for data collection in the study. The entire questionnaire that was distributed to the teachers and school leaders were completed and returned to the researcher.

Finally, quantitative data collected through questionnaire was coded and presented for analysis. The qualitative data collected by interview and document analysis and interpreted. In this study, different data analysis tools such as mean values, weighted mean values, an independent simple t-test, Pearson correlation coefficient and multiple regression analysis were used. Therefore, the analysis made then justifies the following major findings.

The first findings of this study were to identify the extent at which Practice of distributed leadership had practiced in secondary schools of kolfe keraniyo Sub City Administration. The study had shown those four dimensions of practice of distributed leadership i.e. the setting and defining the schools vision, mission and goals, building effective relationship in the schools, promoting conducive school organization learning climate and sharing leadership responsibility in secondary schools.

The finding of this study indicated that the practice of school leaders and teachers in setting and defining the school vision, mission and goal (mean =2.71 and SD=.74) was moderately practiced in secondary schools of kolfe keraniyo Sub City Administration. Moreover, the finding of this study showed that the practice of school leaders involves teachers and concerned stakeholders in setting the school vision, mission and objectives and allocate resources for the proper implementation and achievement of school vision and goal low and the (mean=1.41, SD=.35) academic achievement of students was low implemented. However, the practice of school leaders in developing the school vision, mission, goals and objectives, capability in setting directions and encouraging the staff towards achieving the expected goal and plan and work towards lower academic achievement of students was moderately practiced and the student academic achievement this indicate weak.

The finding of this study showed that the practice of school leaders and teachers building effective relationship in secondary schools was (mean=2.55, SD=.63) was moderately practiced. Additionally, the finding of this study indicated that the practice of school leaders that develops collaboration, networking and partnerships work relationships between schools, shows others how their long-term interests can be realized by enlisting in a common vision or inspiring a shared vision were moderate and , challenges people to try out new and innovative ways to do their work , gives the teacher leaders of the team lots of appreciation

and support for their contributions and searches outside the formal boundaries of their organization for innovative ways to improve what to do was low practiced .

The finding of this study indicated that the practice of school leaders and teachers in promoting conducive school organization learning climate (Mean=2.74, SD=.93) was moderate practiced in secondary schools of Kolfe Keraniyo Sub City Administrations. Furthermore, the finding of this study indicated that the practice of school leaders that create conducive environment in which a good working relationship exist, facilitate supportive atmosphere for teachers and all school members and encourage individuals or groups to make decisions on issues important for schools improvement was moderate practiced and developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools was low practiced.

The finding of this study showed that the practice of school leaders and teachers that sharing leadership responsibilities in secondary schools (mean=2.82. SD=.87) was moderately practiced. Additionally, the finding of this study indicated that the practice of school leaders that given opportunities for teachers in leadership responsibilities was low practiced and given opportunities for department head in leadership responsibilities, encourage stakeholders to take part in the planning and implementation of school budget establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member was moderately practiced.

The second findings of this study aims at investigating whether a significant relationship exists between practice of distributed leadership and student academic achievement scores in EHEEQC ($r=761$, $r^2 =57$, $p<.05$) in secondary schools of Kolfe Keraniyo Sub – City Administration . The finding of the study indicates that there were significant and strong positive correlation between Average of dimensions of practice of distributed leadership and students' academic achievement scores in EHEEQC in secondary schools of kolfe keraniyo sub - City. Administration Furthermore, the finding of this study had shown that the four dimensions of distributed leadership practice dimension showed were significantly and high correlated with students' academic achievement scores in EHEEQC.

The third findings of this study aims at investigating the effect of forms of practice of distributed leadership on students' academic achievement scores in EHEEQC in secondary schools kolfe keraniyo sub - City Administration. The findings of this study had showed that

the third factors used for form of practice of distributed leadership as predictor variables in the regression model were shown to have a significant relationship with students' academic achievement when viewed as whole. Furthermore collaborative practice of distributed leadership had significant and strong positive effect on students' academic achievement scores in EHEEQC in secondary schools of kolfe keraniyo Sub City Administration. The collaborative was significant and positive correlation with students' academic achievement as well as transfers the most significant **predictor** of students' academic achievement in the multiple regression analysis. Similarly, collective and collaborative. Forms of Practice of distributed leadership had significant and high positive effect on students' academic achievement as well as significant predictor of students' academic achievement. These factors are also found to be significant predictor of students' academic achievement.

5.2. Conclusions

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

The finding of this study indicated that practice of distributed leadership serve as capacity building model new leaders are created or nurtured and can create good condition for teacher empowerment and grown, both professionally and personally. They can make greater effect on school development and effectiveness.

Based on the finding obtained from the majority of respondents, it is possible to conclude that through there was an attempt to exercise practice of distributed leadership ,Still it was not yet properly practiced due to lack of sense of belongingness, responsibility, confidence, knowledge, supportive culture, trust and smooth relationship on the part of staff members.

The practice of distributed leadership was low because lack of understanding, extent decision making schools where identify, Lack of sharing responsibility knowledge , skills and experiences with one another, lack of collaboration ,cooperation in schools to distributed responsibility difficult . These indicate teachers were not involve in sharing school structure lose potential support from teachers that could have contributed for quality education and student academic achievement. These has been only the principals were holding a formal leadership position. In secondary schools still they dominant by traditional leadership perspective. Teachers were not involved in decision - making of the schools this was minimize learning out comes and the teachers were not recognize themselves as decision makers. Evidence from studies suggests that practice of distributed leadership through

teachers can make substantial contribution to teaching and learning. The finding from problem to exercise the practice of distributed leadership lack of sharing leadership responsibility and not participate in making decision, that comes from limitations of understanding about leadership knowledge, and skills of leadership.

The relation between Practices of distributed leadership and student academic achievement were positive that weak distributed leadership practice was also gave low student out comes. The more monitoring the progress of student teachers will focus more on their students achieving high marks. When the principal gave chance to teachers distribute task and participate them in decision making students will use. The principals provide incentive to teachers, they will strive to excel in classroom. Grade 12th national examination was weak.in generals in sampled secondary schools performance of the school, principals, is setting clear school vision, profession development and providing support for teachers was did not adequate and showed other presence of various factors hindering higher performance this more attention is necessary to solve students success.

Forms of practice of distributed leadership collaborative had significant and strong positive effect on student academic achievement. Coordinative had significant and positive effect on students' academic achievement. To understand the practice of distributed leadership more clearly, it is important to note that there are different forms of practice of distributed leadership. Studying the different forms of practice of distributed leadership and their effect on students' academic achievement may bring us closer to understanding what forms of practice of distributed leadership in are more likely to improve students' academic achievement.

The t-test was computed to look for any statistically significant different for each of independent variables between the two groups of respondents there is no significant difference between the mean of the two groups, i, e. The mean of Teachers and School leaders of practice of distributed leadership setting define the school vision, mission and goals in secondary schools because the p-value is less than 0.05.

5.3. Recommendations

Based on the findings of this study, following recommendations were forwarded for the successful practice of distributed leadership in government secondary schools of Kolfe Keraniyo Sub City Administration. Therefore, the researcher recommended the following to teachers, school leaders, sub-city education office, policymakers and MOE.

- ❖ School leaders should be make strategic structure which powers and authorities distributed over teachers and other staff members to exercise the practice of distributed leadership roles in school
- ❖ Staff members should have prerequisite knowledge to take on formal and informal leadership roles to improve the performance of school the approach requires attention and planned implementation for it to be successful.
- ❖ Teachers should exercise the practice of distributed leadership, which is critical to practice of distributed leadership , is based on an important idea of if the schools are to become better at providing learning for students, they must also become better at providing teacher leaders chances to develop and grow.
- ❖ Schools may want to take a look at school communities and how they collaborate and coordinate together in order to improve student academic achievements in decision making .
- ❖ In addition, to acknowledge the contributions of school leaders, a recognition system should be designed school leaders for outstanding work related to practice of distributed leadership behaviors that result in better student achievement.
- ❖ It is recommended that the sub-city education office should look at all leadership roles at schools and offer support in the form of trainings, seminars and workshops for all school leaders and teachers on the effect of practice of distributed leadership on students' academic achievement .
- ❖ In order to achieve teachers need to be in service training to develop and update their skills and need more adequate rewards and incentive structure to stay motivation on the job and provide high quality leadership.
- ❖ The researcher recommended that school leaders be committed to improve students' academic achievement by implementing forms of practice of distributed leadership (collective, collaborative and coordinated) in secondary schools.
- ❖ The researcher recommends that school leaders be committed to assisting the teaching learning process and providing practice of distributed leadership by developing collaboration, coordination, networking and partnerships work relationships between school communities for students' academic success.
- ❖ The researcher recommended that policymakers should pay attention to the importance of practice of distributed leadership in secondary schools.

- ❖ The Ministry of Education may use the research findings to identify areas that need corrective measures when preparing the leadership courses for school leadership styles in order to improve school leaders and teachers. Since the right leadership style in the school can help to create a sense of belonging and acceptance of the school values, procedures and teachers working towards institutional goal attain
- ❖ Although this research may have its own contribution in understanding the practice of distributed leadership on students' academic achievement in secondary schools of kolfe keraniyo sub - City Administration the outcomes of the study were not completed and recommends that those who want to conduct further study on the relationship between practice of distributed leadership and students' academic achievement in government secondary schools of the Kolfe Keraniyo Sub -City Administration.further research adding qualitative gathering like observation ,group discussion can be source for further research.

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APPENDICES A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A.QUESTIONNAIRES TO BE FILLED BY SECONDARY SCHOOL LEADERS AND TEACHERS

Dear Respondent,

This questionnaire is designed to gather information about the practice of distributed leadership & students' academic achievement in Government selected secondary schools in Addis Ababa City.

The study focuses on government secondary schools in Kolfe Keraniyo Sub City Administration. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your school. The success of this study depends on your genuine view, frank opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through tel. number 0910378401 or e-mail address [hussenK459@ gmail .com](mailto:hussenK459@gmail.com)

N.B:

No need to write your name

Each question has its own instruction to follow

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

Thank you in advance!

Part I. Personal Information

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

Sub-city _____ Woreda _____ Name of the school: _____

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

Director vice director

1.2. Sex: Male Female

1.3. Age: 21-25 26-30 31-35 36-40

41-45 46-50 above 50

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

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

1.6. Training attended relevant to School leadership:

Did not take at all Less than 1 week

1-2 week 3-4 week 1-3 month More than 3 month

Part II. Distributed Leadership Practice in secondary schools

Direction 2: The following statements show the Leadership Practice in secondary school. Please indicate your level of fillings the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item ranging 1 to 5. The numbers indicate:

5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD)

4=Agree (A) 2=Disagree (DA)

1 .Distributed leadership practice in setting and defining the school vision, mission and goal

No	Item	5	4	3	2	1
1	Develop the school mission, goals and objectives for the improvement of students’ academic achievement					
2	Capability in setting directions and encouraging the staff towards achieving the expected goals					
3	Involve teachers and concerned stakeholders in setting the school mission and objectives					
4	Plan and work towards highest academic achievement of students					
5	Allocate resources for the proper implementation and success of school vision and goals					

How is the practice of distributed leadership in your school by setting and defining school vision mission and goal?

2 .Distributed leadership practice in building effective relationship in secondary schools

No	Item	5	4	3	2	1
1	Challenges people to try out new and innovative ways to do their work.					
2	Developing people in the schools.					
3	Shows others how their long-term interests can be realized by enlisting in a common vision or Inspiring a Shared Vision.					
4	Gives the teacher leaders of the team lots of appreciation and support for their contributions.					
5	Searches outside the formal boundaries of his/her organization for innovative ways to improve what to do					

How do you play your role in building effective relationship in your school?

3. Distributive leadership practices in promoting a conducive school organization learning climate

No	Item	5	4	3	2	1
1	Create conducive environment in which a good working relationship exist.					
2	Facilitate supportive atmosphere for teachers and all school members.					
3	Developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools.					
4	Encourage individuals or groups to make decisions on issues important for schools improvement.					

How do you play your role in redesigning school?

4 .Distributed leadership practice sharing leadership responsibility in secondary schools

No	Item	5	4	3	2	1
1	Given opportunities for teachers in leadership responsibilities.					
2	Given opportunities for unit leaders and department head in leadership responsibilities.					

3	Encourage stock holders to take part in the planning and implementation of school budget.					
4	Establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member.					

How is the relationship between practice of distributed leadership and students' academic achievement?

Part III. Forms of Distributed Leadership in secondary schools

Direction 3: The following statements show that the Forms and practice of Distributed Leadership in secondary school. Please indicate your level of fillings the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item ranging 1 to 5. The numbers indicate:

5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD) 4=Agree (A)
2=Disagree (DA)

1. Collective distribution leadership

No	Item	5	4	3	2	1
1	Two or more individuals work separately but interdependently to enact a leadership routine.					
2	Increasing teachers motivation ad capacity					
3	Developing leadership skill and performance					
4	To evaluate curriculum and analysis					

2 Collaborative Distributed leadership

No	Item	5	4	3	2	1
1	Enhances teacher participation in decision-making					
2	Encourage stake holders to take part in the planning and implementation of school budget.					
3	Develops Collaboration, networking and partnerships work relationships between schools stakeholders.					
4	Monitoring student progress					

2. Coordinated Distributed leadership

No	Item	5	4	3	2	1
1	Promote, develop and implements professional development					
2	Planning, coordinating, and evaluating teaching and the curriculum					
3	Establish supportive atmosphere for teachers.					
4	Makes individuals work in sequence in order to complete a leadership routine.					

If you have any suggestion and problems encountered in the patterns of practice of distributed leadership in your school, please write down on the space provided below.

APPENDICES B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

B. INTERVIEW FOR SCHOOL LEADERS

The Purpose Of This Interview Is To Collect Relevant Data Regarding The Practice Of Distributed Leadership In Secondary School Of Kolfe Keraniyo Sub City Administration .There form Your Sincerely 3In Responding To The Questions Is Of Great Importance, And Your Responding To The Interview Would Be Kept Confidential.

Part I: General Information and Personal Data

1. Sex_____ 2.Age_____3.Qualification_____

4. Experience: As Teacher _____As Principal or V/Director _____Others_____

II. Give your response to the questions in short and be precise

1. Do you think that leadership roles and responsibilities are negotiated and divided between different actor's stakeholders?

2. What is your understanding about school leadership? _____
3. How is the practice of distributed leadership in your school setting school vision ,building effective leadership making conducive environment and sharing leadership?____
4. How do you play your role related to practice of distributed leadership?_____
5. What style of leadership do you use in your school and how school leaders formed?
6. What is the challenge to implement practice of distributed leadership & solution?
7. What effect of PDL on student academic achievement?_____

APPENDICES C

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The Purpose Of This Docment Analysis Is To Collect Relevant Data Regarding The Practice Of Distributed Leadership In Secondary School Of Kolfe Keraniyo Sub City Admnistration .

B.DOCUMENT ANALISIS OF STUDENT ACADAMIC ACHIEVEMENT

Guide for document analysis and observation checklist

Name _____sub-city_____

No.

Items

- 1. Are there record lists show student academic achievement result score on the entrance national examination 2011, 2012 and 2013 E.C.? _____*
- 2. Do school have written predetermined task description or job specification for each leaders and other place of duty at each level. _____*
- 3. Do the school have record on regular based concerning deferent academic issues like: meeting agenda, conference vision, training materials or video. ? _____*
- 4. Document analysis on result of G-12 students an entrance national examination from the school roster of 2011, 2012 and 2013 E.C.? _____*
- 5. Is there a list of documents that reveals perception of the students who took the entrance national examination and have scored pass mark to the university according to the promoted policy? _____*

APPENDICES D

Distribution of average of dimension of practice of distribution

