

**ROLE OF SCHOOL LEADERS IN ENHANCING FEMALE STUDENTS  
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF  
ILUABABOR ZONE**

**BY**

**SIRAJ MOHAMMED ALIYE**



**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP.**

**Advisor :- Mtku Bekele (Phd)**

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**MAY. 2022**

**JIMMA, ETHIOPIA**

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## DECLARATION

I, The undersigned, declared that this thesis is my original work and has not been presented to any other University. All sources of materials used for this thesis have been properly acknowledged.

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

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## **ABBREVIATIONS AND ACRONYMS**

**ATs** - Continuous Assessment Tests

**MOE** - Ministry of education

**MOEST** - Ministry of education, Science and Technology

**PDSI** - Plan, Do, See and Improve

**SMASSE** - Strengthening of Mathematics and Science in Secondary Education

**SPSS** - Statistical Package for Social Sciences

**TSC** - Teachers Service Commission

**UNESCO** - United Nations Educational, Scientific and Cultural Organization

**UNICEF** - United Nations International Children's Emergency Fund

**ESDP** -Educational sector development programme

## **Table of Contents**

ACKNOWLEDGEMENTS .....	i
ABBREVIATIONS AND ACRONYMS .....	ii
ABSTRACT .....	vii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the Study .....	1
1.2. Statement of the Problem .....	3
1.3. Basic Research Questions .....	5
1.4. Objectives of the Study .....	5
1.4.1. General Objective.....	5
1.4.2. Specific Objectives.....	5
1.5. Significance of the Study .....	6
1.6. Delimitation of the Study .....	6
1.7. Limitations of the Study .....	6
1.8. Definition of Key Terms .....	7
1.9. Organization of the Study.....	8
CHAPTER TWO.....	9
REVIEW OF RELATED LITERATURE .....	9
2.1 Factors Influencing School Performance and Student Achievement.....	10
2.1.1 Family Characteristics.....	10
2.1.2 Students Characteristics .....	12
2.1.3 School Characteristics .....	13
2.2. Importance of Good Performance in Secondary School for Future Success .....	16
2.3.Principal Involvement of Teachers in Decision Making.....	18
2.4. Challenges the Principals Encounter in Improving Students’ Performance .....	20
CHAPTER THREE.....	23
THE RESEARCH DESIGN AND METHODOLOGY.....	23
3.1. Research Design .....	23
3.2. The Research Method.....	23
3.3 Data Source, Population and the Study Area .....	24

3.3.1. Sources of Data .....	24
3.3.2 The Study Population .....	24
3.3.3 The Study Area.....	24
3.4. Sample and Sampling Techniques .....	24
3.5 .Data Gathering Tools .....	25
3.6. Procedures of Data Collection.....	26
3.7. Validity and Reliability Checks .....	27
3.8. Methods of Data Analysis and Interpretation.....	27
3.9. Ethical Consideration .....	28
CHAPTER FOUR.....	29
DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....	29
Introduction .....	29
4.1. Questionnaire Return Rate .....	29
4.2. Analysis and interpretation of data that were collected through Questionnaire from principals. ....	30
4.2.1. Gender of Principals.....	30
4.2.3 Work Experience.....	31
4.2.4:-Principal’s Instructional Leadership Activities.....	31
4.2.4.1. Providing Textbooks and other Learning/Teaching Materials.....	32
4.2.4.2 Ensuring that all Subjects Have Enough Teachers.....	32
4.2.4.3. Motivating Students to Work Hard by Rewarding the Top Performers.....	33
4.2.4.4 .Monitoring Students’ Academic Progress.....	34
4.2.4.5.Principals Encourage Teachers to use Different Teaching Methods .....	35
4.3. Analysis and interpretation of data that were collected through Questionnaire from teachers. ....	36
4.3.1. Gender of teachers.....	36
4.3.2 Education Qualification.....	36
4.3.3 Work Experience.....	37
4.3.4.1:- Challenges Encountered by Principals in Improving Students’ Performance .....	38
4.3.4.2.The role of the principal in students’ achievement. ....	40
4.4. Analysis and interpretation of data that were collected through interview.....	41
4.4.1. Personal Characteristics of the Respondents.....	41



4.5. Analysis and interpretation of data that were collected through document. ....	43
CHAPTER FIVE.....	45
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	45
5.1. Introduction.....	45
5.2 . Summary of findings of the Study.....	45
5.3 Conclusions of the Study.....	46
5.4 . Recommendations of the Study.....	47
REFERENCES.....	49
APPENDICES.....	51
Appendix II: .....	56
Appendix III: Interview to be responded by female students .....	60
Appendix Iv: Aguide line for document Analysis.....	62

## **List of Tables**

Table 1: Gender of Principals.....	30
Table 2: Results of the level of education among the school principals. ....	30
Table 3:- Principals experience. ....	31
Table 4:- Providing Textbooks and other Learning/Teaching Materials .....	32
Table 5:- Ensuring that all Subjects Have Enough Teachers .....	32
Table 6:- principals motivated students by rewarding top performers. ....	33
Table 7:- Monitoring Students' Academic Progress .....	34
Table 8:- Principals Encourage Teachers to use Different Teaching Methods.....	35
Table 9 : Gender of teachers.....	36
Table 10: Level of Education of Teachers .....	36
Table14:- Data that were collected through document. ....	43
Table 12:- Challenges Encountered by Principals in Improving Students' achievement. ....	38
Table 13:- The role of the principal in students' achievement.....	40
Table 11:- Teachers experience.....	37

## **ABSTRACT**

*The principal has the pivotal role of providing the leadership for the school and its wider community. It is therefore important that the performance of a school is appraised against the performance of the person who leads it. The objectives of the study were to examine the school leadership support in promoting female student's education in Secondary Schools of IluAbabor Zone. The study was guided by the systems theory of organizations which postulates that schools are like open systems and emphasizes the consideration of the relationships between the school and its environment as well as what goes on within the school. The study used descriptive survey research design. The study sample composed of 10 schools out of 43 Public secondary schools in the IluAbabor Zone. Each school yielded 3 students and 14 teachers selected through systematic sampling plus the principal purposively selected giving a total of 180 respondents. The researcher collected data using questionnaires. Data was analyzed using descriptive and inferential statistics. The results were presented in summary form using frequency distribution tables. The study established that there was an association between the school's performance and its school leader's instructional management practices. Findings also revealed that school leaders used several approaches in supervising the implementation of instructional practices.*

*Most school leaders involved their deputies, and teachers in decision making. Schools faced challenges that include inadequate trained teachers and learning/ teaching materials, inadequate science laboratories and lack of time to check on the teachers' and students' work by school leaders. Study recommends that the ministry of education provide more learning materials and facilities like science laboratories and libraries. The Teachers Service Commission should deploy/ employ more teachers to the schools with understaffing in order to relieve the current teacher of the work load and ensure timely syllabus coverage as this will significantly impact to female students' achievement. School leaders should delegate more duties to their deputies and teachers in order to save time to assess both the students' and teachers' commitment to their work. Further research should be conducted to identify the major contributing factors in secondary school performance for schools in IluAbabor Zone.*

# CHAPTER ONE

## INTRODUCTION

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

### 1.1 Background of the Study

Education is one of the major driving forces behind economic, social, culture and political development of a country. It is a key Instrument for the overall development of a country. Realizing this; the government of Ethiopian is placing great attention on education with firm belief that the long-term development of the country rests up on the expansion and provision of quality education (MOE,2005).

The contribution of leadership to in school improvement is widely acknowledged and supported in the research literature. Findings from diverse countries draw similar conclusions about the centrality of leadership to school improvement. Essentially, schools that improve have leaders that make a significant and measurable contribution to the development of the school and the effectiveness of their staff (Westetal.,cited in Harris,2005). Effective leaders have a better understanding of how the worlds of schooling and of school leadership work. They have figured out alternatives to direct leadership they are able to get people connected to each other, to their work, and to their responsibilities (Sergiovanni,2001).

The prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Effective leaders place an emphasis upon teaching and learning as well as building organizational capacity and have a moral obligation to see that students are well served and that teachers are supported in their efforts to improve the quality of learning (Hopkins,2001). Successful school improvement involves building leadership capacity for change by creating high levels of involvement and leadership skillfulness.

The scholars investigate about the leadership behaviors and their effects on the basis of two theories: the behavioral pattern theory, which argues that leadership behaviors affect subordinate behaviors and organizational performance and the second behavior theory, which states that leadership behaviors affect subordinate performance (Khan, Nawaz, & Khan, 2016).

In addition successful change in schools results from a network of leaders, both formal and informal, performing a variety of functions spread across the organization (Spillane, 2005; Watson & Scribner, 2007). The distribution of leadership formed from this network means viewing all members of the school as potential experts in their own right; all members as unique important sources of knowledge, experience, and wisdom (Mayrowetz, 2008). Leadership from this view is about cooperation and trust, not about competition among teachers and administrators.

As a result, Louis et al. (2010) conducted the research on educational leadership and its key contributions to student learning. The aim of Louis work was to understand leadership influences on student learning, that is, what successful leaders do, and how they affect student learning. With this understanding, educational policy and practice can be developed to support effective school leadership behaviors, and consequently heighten student achievement. The authors also noted that three lenses of leadership are necessary at the school site: collective (the sum of influence by all stakeholders towards goals); shared (Teachers and Principals work together to lead); and, distributed (people doing specific things) leadership.

A school leader has to continuously and simultaneously view the school site through these three lenses to positively impact Student learning. These findings on distributed leadership supported earlier research work including Leithwood et. al. (2004); and Murphy (2005), all of whom noted distributed leadership will be important to the success of the principal leader.

Meanwhile, people have perceived leadership as critical to the success of any organization or endeavor in general; but more recently leadership has been determined to be important to the effective functioning of schools in particular (Helms, 2012). So, the importance of educational leadership as a component of student success is gaining increasing attention (Leithwood, et. al. 2004). Gamage (2009b) also notes that school systems around the globe are

focusing on student achievements empowering school leaders along with curriculum and account ability frameworks. Improvements in student achievements are recognized as the fore most objective of school leadership.

In Ethiopia, the policy has insisted on democratic, professional, coordinated, efficient, and effective educational management with autonomous and democratic institutions. The government of Ethiopia has launched five successive programs (ESDP I,II,III,IVandV) since 1997/98.The spot light of the entire program(ESDP) is to alleviate educational problems (low access, poor quality, inequity, irrelevance and inefficiency) of the system. The focus of the first two sector plans (ESDPI and II) was aimed at improving access and equity while ESDPIII will partly move towards the provision of quality education. Under ESDPIV two main goals were identified. The first was to improve access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia. The other was to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher-level human resources (MoE, 2010).

## **1.2. Statement of the Problem**

The dramatic increases of educational reform efforts in a number of countries over the past decades have shown insufficient impact on student achievement (Fullan,2007).Hence, students' achievement has become of paramount importance to both the public and policy makers, so, educational leadership, in turn, has been of particular interest for its ability to affect student achievement (Donnelly,2012).

However, just as there are multiple factors that negatively affect student achievement, there are also several factors which have been associated with high or improved student achievement. These include high teacher job satisfaction, strong perceptions of school leaders' support of teachers, high levels of relational trust, and high levels of teachers' collective efficacy (Robinson,2010).On the other hand Bellamy,et.al. (2007) stated, school leaders are expected to overcome barriers to learning, show reliable achievement, and do both in an environment of resource constraints and political conflict about the role of school.

According to Ministry of Education (MoE,2010), the efforts made to strengthen professional skills of school leaders and the school improvement process which has been in place is part of the endeavor to looking for the solutions of education quality problems.

Despite all the efforts made the question of whether school leaders can impact the students' academic achievement is still not clearly figured out. But, the relationship between principals' effectiveness and students' academic achievement is debatable. There will be inconsistent findings in the studies on how school leadership is related to students' academic achievement. Some studies claim that school leaders can contribute a significant positive impact, be it direct or indirect, on school improvement general and student academic achievement in particular (Louis et al., 2010). So far, attempts to connect school leader behavior to student achievement have worked to identify categories of leadership activities provided by the school leaders that can contribute to student achievement (Leithwood et al., 2004). Many school leaders employ a variety of skills and qualities that have been identified as essential for leadership, and yet many schools do not have school climates that are positive and grow to their potential. School climate serves as a measure of relationships, interactions, attitudes, perspectives, academic success, and priorities (Kor, 2010).

As few studies to date explore the concept of more comprehensive school leadership from the perspectives of school leaders, in particular secondary school leaders. Based on this lack of secondary school leaders' perspectives, there is a pronounced need for research to expansively define effective leadership of secondary school leaders based on their self-perception leadership behavior (Polonic M. J., 2016).

This study intends to examine the contribution of school leaders' support to female students' academic achievements in education at secondary schools. Gorton et al (2007) says that because of their key role in school improvement, school leaders need training that prepares them for the multiple expectations. However, most of the schools leaders are not well prepared for their present jobs hence do not execute their tasks and roles as expected leading to poor students' achievement. The reasons for this poor performance cannot be easily discerned without focused investigation. Poor achievement among secondary schools in the Iluababor Zone undermines students' chances of joining institutions of higher learning and jeopardized opportunities for job placement and thus reduces the students' active participation in national development. As earlier noted school leaders play a significant role in determining academic achievement in a school due to their varied tasks and roles. It was important therefore to investigate the role of the school leaders in promoting female students' achievement in Iluababor Zone.

### **1.3. Basic Research Questions**

The following research questions were guiding this study:

1. What is the status of female student's achievement in secondary schools of Iluabbabor zone?
2. What supports school leadership provides to promote female student's academic achievement?
3. What are the challenges and opportunities of school leader's support in promoting female student's education?
4. What is the possible strategy for solving school leadership challenges in promoting female student's academic achievement?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The main objective of this study was to examine role of school Leaders in Enhancing Female student's academic achievement in secondary schools of Iluababor Zone.

#### **1.4.2. Specific Objectives**

The specific objectives of the study were:

1. To examine the status of female student's achievement in secondary schools of Iluababor zone.
2. To assess the school leadership support in promoting female student's education.
3. To examine challenges and opportunities of school leaders support in promoting female student's education.
4. To forward the possible strategy for solving school leadership challenges in promoting female student's academic achievement.



### **1.5. Significance of the Study**

The significance of this study was to examine the school leadership support in promoting female student's science education in Secondary Schools of Ilu ababor Zone. Thus, the results of the study were the following contributions. The study was provide information for School level, for Woreda and Zonal level educational leaders to strictly follows' the problems of those schools leaders behavior, which are often exhibited less achievement on students' results as compared to each other.

May planners to give priorities and develop the strategies to solve the challenges of leaders' behavior that inhibits their contribution on the female students' academic achievement particularly in science education. The study was initiated students, teachers and school leaders of low passing rate scorer schools to assess their school problems as well as school leaders' problem and take remedial actions on their work. The study was contributed to the improvement of quality education by initiating school leaders' effectiveness' on students' academic achievement particularly in education and initiate other researchers to conduct further studies around the topic.

### **1.6. Delimitation of the Study**

The study was delimited to Ilu Ababor Zone in the selected government secondary schools (grade 9-12) because due to the constraint of time and other resources to cover out of Iluababor Zone secondary schools. The study also delimited to school leaders of above two years' experience to examine the contribution of leaders to female student's academic achievement. Because of above reasons, it is very important to note that these delimitations have insignificant interference with the outcome of the study.

### **1.7. Limitations of the Study**

The researcher was not believe that the study were totally free of any limitation. Some of the limitations were related with few respondents' willingness and in filling the questionnaires, and time. Some of the respondents were not cooperative as expect. As a result, some respondents were responded not carefully particularly in open-ended questions. In addition, the limitation of this study could be the fact that the findings cannot generalized for all schools in the Zone, because the study was focus only on (grade9-12) secondary schools

excluding all private schools, mission schools, government primary schools. Again, all (100%) of the questionnaire will not be collected (obtained) from teachers respondents. All these might have its own effect on the findings of the study.

The other limitation is that the lack of reference materials around the area and lack of experience in conducting researches related to the topic. Due to the case of COVID-19, it may be impossible to gather the respondents for like the focus group discussion.

## **1.8. Definition of Key Terms**

**Secondary school:** - Refers to school teaching grades (9th-12th) according to Ministry of education (MoE,2012)

**School leaders:** -Refers to instructional leaders namely: supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of teaching learning and management

**Student Academic achievement:**-is the extent to which a student, teacher or institution has achieved their short or long-term educational goal, commonly measured through examination or continuous assessment.

**Role** is a part played by someone in an organization. In this study, role is defined as a function of the principal in promoting academic performance of students.

**Supervision** is an act by the principal of managing, overseeing and giving direction to teachers.

**Challenges** – in this study, challenges mean the constraints which principals face while trying to improve students' academic performance.

**Instruction** – in this study means teaching and learning

## **1.9. Organization of the Study**

The thesis was organized in five chapters. The first chapter deals with the introductory part of the study. Here, the background of the study, Statement of the problem, Research questions, Objective of the study, Significance of the study, Organization of the study, and Scope and limitation of the study will be included. Discussion on the related literature will covered in chapter two. Here different theories applicable to the study, empirical review will present. In the third chapter, the research design and methodology will presented. Under this chapter the study setting, the research design, population and sampling procedures, sources of data, method of data collection, method of data analysis will discussed separately. Chapter 4 is deals with data presentation, discussion, and analysis. Finally, research conclusion and recommendations were present in the last chapter–Chapter five. At the end, a list of reading materials will attached as appendices.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

This chapter discussed the theoretical and analytical aspects of students' academic performance with focusing on girls. Accordingly, an attempt has made to review about female education and their academic performance by giving emphasis on factors affecting girls' academic achievement. Cary,et.al. (2008:229), defines academic achievement as 'performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks.'

Academic achievement refers to a successful accomplishment or performance in particular subject area. It indicated as by grades, marks, and scores of descriptive commentaries Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis and Hawes, 1982). The researcher focused on the achievement in the form of grades and marks in examinations.

Ferla, et al., (2009), use the notion of academic self-concept referring to individuals' knowledge and perceptions about themselves in academic achievements, and convictions that they can successfully perform a given academic tasks at designated levels. They further stated that, academic self-concept represents a more past-oriented, aggregated and relatively stable judgment about one is self- perceived ability in a particular academic domain while academic self-efficacy represents a context specific and relatively future oriented judgment about one's confidence for successfully performing an upcoming subject-specific academic task.

Good (1973:414) stated that achievement encompasses actual accomplishment of the students' of potential ability. Gabati, (1988) and Khadivi-Zand, (1982) in Kobal and Musek (2001:889), stated, as "...there are two broad groups of definitions of in academic achievement. The first one could consider more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to schoolwork and to the

educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself".

This study focuses on both objective and subjective definitions of academic achievements. The key objective performance indicator used here is a specific public examination. Factors that are more subjective will use as explanatory variables.

## **2.1 Factors Influencing School Performance and Student Achievement**

Rothstein (2000) argues that; learning is not only a product of formal schooling but also of communities, families, and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centered on the relative effects of home related and school-related factors. As suggested in most research findings family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Heyneman and Loxley, 1983). Others argued that in various studies, they indicated both home and school environments have a strong influence on performance of students (Griffith, 1999). The next parts deals with family characteristics, student characteristics and school characteristics; thus, the researcher focus on family, student, and school related determinants.

### **2.1.1 Family Characteristics**

Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students' academic achievement has influenced by background of family characteristics such as socio-economic status of parents level of education, occupation and income. From these factors, parental level of education and income has been the most significant source of disparities in female students' performance. As indicated on the Third International Mathematics and Science study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.

Schiller et al. (2002) also argued that regardless of national context, parents who have more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated.

In other words poverty, low level of parental education, parental and neighborhood negative attitude towards schooling in general, children among from disadvantaged background have significantly poor academic achievement (Currie, 1995; Gregg and Machin, 1999). Whereas, children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 1988, 1991, 2006; and McNeal, 1999). Higher family income is associated with higher students' achievement (Hanushek, 1992).

The writers argued that several studies have demonstrated an increased number of children in the family lead to less favorable child outcome, it is reasonable to suppose through the mechanism of resource dilution (Blake, 1989)<sup>2</sup>. Children from the larger families have been found to have less resource dilution refers the amount of the time and quantity of material resources that parents are able to invest in their children (Teachman et al. 1996); when the number of children increases, parents can offer fewer resources per child. Under such conditions, all forms of family capital, financial, human and social are more finely spread across the children (Coleman, 1991) favorable home environments and lower levels of verbal facility (Parcel and Menagham, 1994) as well as highest rates of behavior problem and lower levels of education achievement (Downey, 1995).

Simmons and Alexander (1978) from their findings concluded that the determinants of students of student achievement appear to be the same in both developing and developed countries. Likewise, economic development had no effect on the relationship between children's social background and their academic achievement. In contrast, as cited by Engin Demir (2009), in developed nations cross-national research has indicated, the relative effects of home and school have relationship between a child's social background (parents' education, family structure) and his or her academic achievement is stronger than that of developing nations. Whereas, (Robinson, 1993; Sukon and Jawahir, 2005) school-related factors has been found to be more significant than out – of – school factors in explaining achievement variance in developing countries.

### **2.1.2 Students Characteristics**

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and locus of control in all areas have significant effects on a students' academic achievement (Engin-Demir2009).

Konu and Rimplela (2002)cited in Engin-Demir (2009), there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affects both their behavior and their examination results in school. In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments; project works, home works, and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities has also found to be strongly relate to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance has highly correlation with individual academic achievement.

Heady (2003) argued that there is negative relationship between academic achievement and work. As Akabayashi and Psacharopoulos (1999) found that additional working hours, decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings Ray and Lancaster (2003) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. Unbalanced demand of work and education, places of physical and mental strain on students and often leads to poor academic performance.

In relation, students' academic achievement motivation is influence by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman,1995).EnginDemir (2009:19) argued as:“Students' perceptions that their parents are involved and interested in school and encourage them to do well are positively

related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. (...), Fuchs and Wobmann (2004) observed that students performed significantly worse in reading, math and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative”

### **2.1.3 School Characteristics**

Regarding the relationship between school resources and students, academic achievement measurements are inconsistent. Some research has suggested that more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek and Luque, 2003). Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Card and Krueger, 1996; Greenwald et al., 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009:19) argue: “Attending a school with a better physical environment is associated with increased math scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training Parcel and Dufur (2001).”

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low-income countries (Fuller and Clarke, 1994; Heyneman and Loxley, 1983). As evidences suggested that the role of schools and proxies for school quality in explaining increases in student achievement level in developing countries, from the total variations in school achievement only six percent have explained that of school characteristics (Bacolod and Tobias, 2005).

Class size has been the most widely examined variable in educational policy studies among the various school characteristics, however, the effects of class size on school achievement are inconsistent. Wößmann (2003), contrary to expectation, smaller class size was significantly relate to inferior student performance in maths and science, whereas, Lindahl (2005) found that some minority and economically disadvantaged groups in Sweden benefited from smaller classes. International comparisons have failed to show any significant



improvements in academic achievement because of smaller teacher-student ratios (Wößmann, 2003). Teachers' quality and commitment are the key input in educational production to perform better achievement. An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more teachers that are capable rather than to reducing class sizes moving more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek and Luque, 2003).

Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Card and Krueger, 1996; Greenwald et al., 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009:19) argue: "Attending a school with a better physical environment is associated with increased maths scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher Parcel and Dufur (2001)."

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low-income countries (Fuller and Clarke, 1994; Heyneman and Loxley, 1983). As evidences suggested that the role of schools and proxies for school quality in explaining increases in student achievement level in developing countries, from the total variations in school achievement only six percent have explained that of school characteristics (Bacolod and Tobias, 2005). Class size has been the most widely examined variable in educational policy studies among the various school characteristics, however, the effects of class size on school achievement are inconsistent.

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An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more teachers that are capable. Rather than to reducing class, sizes move to employing more teachers that are capable rather than to reducing class sizes moving more to the quality side of the quantity–quality trade-off in the hiring of teachers (Wößmann and West, 2006:727).

Wößmann and West also argued more specifically that good teaching is more powerful than class size. Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Wößmann and West stated that conventional estimates of class-size

effects on academic achievement. They come across from the study of class-size, noteworthy class-size effects observed only in countries with relatively low teacher salaries. The central problem in estimating class-size effects is that various placement decisions obscure the causal relationship between class size and student performance. Other aspects of educational resources other than class size those may influence student performance (for example, lacking suitable instruments). That the effects of class size on student achievement and any other resource inputs with which it is associated. If smaller classes are also more likely to receive more of other resources that increase achievement, our results would overstate the effect of class size on achievement (2006:695). Teaching these skills has a long-term effect on achievement (Elias et al, 1991). Hence, attention needs to direct at more careful curriculum specification, higher quality teaching, and higher expectations that students can meet appropriate challenges.

Educational research carried out in schools pointed to teachers' contribution to students' academic achievement, for example, clarity of teacher's presentation, variability of teacher's classroom activities, teachers enthusiasm, degree to which the teacher was task or achievement oriented (Tuntufye and Bernadette, 1989). The finding of this research suggested that female and long experienced teachers performed significantly better than pupils taught by male did and teachers with short experience teach a relationship between teacher's characteristics and academic achievement such as pupil. The case was not only in the student overall performance but also in subjects such as Mathematics, English and Science and Social Studies. Sara (1983) argued that the general overall picture is that male teachers are better at teaching Science and Mathematics whereas female teachers are good at teaching Language and related subjects. In this research, the variables found in the literature helped design the interview schedules used in the field.

## **2.2. Importance of Good Performance in Secondary School for Future Success**

Good performance in secondary school is very important for a country's future success. A person who is successful in education that plays an important role in nation building. Education helps to increase the basic physical and material wellbeing of the people of a given

society's in economic, social and cultural development aspects. It also helps to increase the people of a given society's basic physical and material wellbeing of economic, social, and material developments (UNESCO, 2002:17). In addition, educating girls enhance economic productivity, reduces fertility rates, lower infant and maternal mortality, and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is closely link to the reduction of poverty through women's absorption in the economy as employees and in self –employment. Education is an indispensable means for effective participation in the society and economy's of the twenty-first century, which influenced by globalization (King, 1990:2). It has a direct and positive effect on earnings, farm productivity, and human fertility, as well as intergenerational effect on child health and nutrition. Therefore, the education of females has particular significance to Ethiopia's effort to economic and social development.

Hertz and Khandker (1991) expressed their belief that economic and social returns to education for women are substantial. Research report of World Bank (1980d, 1984f, and a policy paper of WB 1986a), asserted that female education is linked with latter marriage, lower fertility rates, the desire for smaller families and increased practice of contraception. The relationship becomes very much stronger as level of female's education increases. Consequently (Cochrane, 1979; Schultz, 1989) based on research for different countries, suggested that on average, an additional year of schooling for women is associated with a 5 – 10% reduction in child mortality under five years of age. With this regard today girls' education is widely recognized as the most effective development investment a country can make.

For the gain from education to be realized fully, it is highly important to increase the participation of women in all sectors. It empowers them with basic knowledge of their rights individuals and citizens of their nation and the world. This would in turn help women to place themselves on a more equal footing with their male counter parts (Schultz, 1993:51 – 73). Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive at home and work places. In addition, it initiates women to apply family planning helps them to have relatively fewer and better educated children (King, 1990:1)

### **2.3.Principal Involvement of Teachers in Decision Making**

A participatory approach in decision making has been acknowledged as an essential ingredient in the quest for better schools (Blasé, 2010). In schools, effective teacher involvement in decision making can be an approach of practicing participatory management. According to Mueller & Gorkturk (2010), teachers can play a greater role in the overall success of the school when they commit to being active participants in decision making process. Kiprop & Kandie (2012) says that teachers are the key figures in implementing the curriculum which at the school level curriculum planning involves taking decisions on what to teach, how to teach it and

who to teach. This concurs with Mualuko et al (2009) who asserts that among other groups, very important group to involve in making decisions in schools are teachers who are custodians of instruction, implementers of school policies and co-organizers for school activities along with head teachers. Further, the decisions made in schools affect them and as professionals and specialists in different subject areas, they are better suited to make the correct decisions having in mind what is required of them as teachers.

Okumbe (1998) suggests that educational managers need to be conversant with fundamental processes by which decisions are made in organizations so as to improve teaching and learning effectiveness. He further states that effective teacher participation is very important if maximum output is to be realized from them.

Research conducted by Mualuko, Mukesa and Achoka (2009) on teacher participation in decision making in Makueni district revealed that teachers desired greater involvement than they were currently involved. In their comments teachers desire to participate in decision-making committees composed of experts and in staff meetings. It is therefore important to involve departmental committees in making decisions like selection of textbooks and evaluation of the examination results.

Teachers views must be taken seriously especially in examination matters. Mullins (2005) states that staff participation in decision making leads to higher performance which is necessary for survival in an increasingly competitive world. Principals who make decisions using only their own knowledge run the risk of reaching only partial solutions. This may also cause resentment among staff members who are deprived of participating in the decision (Fawcett, 2008). Participative decision making provides teachers the

opportunity to be involved in and exert influence on decision making processes. Gorton et al (2007) say that if the members are permitted to be involved, they will be self-motivated in their participation because the final determination may affect them in some significant manner. If excluded from the decision-making process, they may feel deprived, and dissatisfaction with the administrator or the decision is likely to result.

Mpungose (1999) says that when decisions are taken collaboratively by teachers and management team, the scope for tension is minimized. Furthermore, team spirit is enhanced.

Gorton et al (2007) say that the goal for the administrator should be to involve people in the process of decision making when their involvement could improve the quality, acceptance, or implementation of the decision and when the involvement is based on people's desired level of involvement. Bhengu (2002) argues that shared decision-making is of primary importance to holistic approach to school improvement. Through shared decisions he believes, there will be a better practice of integration leading to progress of the reform embarked upon.

Making the correct decision is of great importance for effective education and the achievement of educational objective. Christian Organization Research and Advisory Trust, CORAT (2011) citing advantages of participatory decision-making says that the greater the number of people involved in decision making, the less the possibility of important factors being overlooked. Teachers are also more motivated in their work if they can take part in decisions. CORAT further adds that is important that educational managers be conversant with the fundamental processes through which decision are made in organizations so that they can effectively improve teaching and learning processes. Participatory or consensus decision-making is shown to boost the probability for reaching better decisions and having those decisions carried out as planned (CORAT, 2011:74).

Gorton et al (2007) say that teachers should have an impact on policy decisions and should work in a collegial relationship, 'sharing power' with administrators. Through this relationship, principals become facilitators of school goals, empowering them and allowing them to generate their ideas. This, in turn, gives more dignity to the profession of teaching. Lydiah & Nasongo (2009) in their research on the role of the

head teacher in academic achievement, Vihiga District; reported that over 70 percent of head teachers in the high performing schools encouraged teamwork in schools by having a get together to celebrate and review any achievement, ensuring regular staff meetings and constant briefings and consultation, appreciating each others' contribution and participation in decision making.

#### **2.4. Challenges the Principals Encounter in Improving Students' Performance**

The principal's efforts to improve students' academic performance are not an easy task. It may be hindered by several factors which the principal needs to wrestle with. Njuguna (2004) research in her in Gatanga Division, Thika District, found out that some of the factors that have negative impact on students' performance in examination were:- (i) inadequacy of some teaching/learning resources, (ii) lack of efficient school based curriculum monitoring, (iii) inability by the teachers to complete the syllabuses in time, (iv) students' characteristics such as indiscipline, poor entry behavior and frequent absenteeism, and (v) inadequate parents' participation in school affairs due to poverty. Amukowa and Karue (2012)

in their research in Embu District found similar factors as contributing to poor performance in day secondary schools. Among the factors they identified were lack of reading materials, bad company, chronic absenteeism emanating from lack of school fees, admission of weak students at form one entry, inadequate instructional materials and physical facilities. They also state that the type of leadership provided by head teachers is variable that affect students' performance.

Inyeiga (1997) observes that the resources and facilities that a school would need for the achievement of schools mission are qualified teaching staff, support staff, physical facilities furniture, stores and enough play ground. Mutua (2011) concurs that there is acute shortage of physical facilities and equipment in many secondary schools. Insufficient educational facilities, equipment and supplies lead to over use of the facilities that are available in the schools. Most schools lack enough classrooms which lead to overcrowding of students during learning.

Commission of inquiry into the education system (Koech Report, 1999) received views from the members of the public to the effect that the standard of educational attainments which the standard of educational attainments were failing were attributed to various problems such as inadequate and unsuitable physical facilities, equipment, learning and teaching materials and in appropriately trained teachers as well as overloaded curriculum.

Nzambi (2012) says that lack of resources is a dilemma faced by school heads in Africa. Teachers work under deplorable conditions, are overworked, underpaid and as in some countries not paid at all for months. There is also lack of enough teachers to handle the various subjects (Otunga et al, 2008). Amukowa and Karue, (2012) for example reported from their research in Embu District Day Schools; that there were few science teachers and this made the art subject teachers to double as science teachers having studied science at high school. They found out that some of the schools had also recruited, untrained graduate BSc. Holders to alleviate the shortage of science teachers. Teachers' lack of commitment and uncooperative attitudes, coupled with lateness and alcoholism which affects the output negatively is a challenge for head teachers today (Kusi, 2008). Lack of commitment among teachers directly affects students' academic performance in the sense that the students' may end up sitting their final examination having not covered the syllabus. Students' absenteeism is another challenge caused by factors such as sexual maturity of especially girl-child. A study on needs assessment done by girl-child Network (2010) on gender equity and equality, established that a girl is absent from school due to menses for 4 days in 28 days. Majority of girls in secondary schools are already menstruating. Students riots which causes destruction to property, increased costs on parents and guardians lead to poor examination results is another challenge (Bomett, 2011).

Mutua (2013) asserts that strikes hamper learning and teaching processes, causing financial difficulties to schools and parents and creating bad relationship between teachers, students and parents. They disrupt the teaching programme making it difficult for the teachers to cover the syllabus and effectively prepare candidates for national examinations. Examination performance and curriculum supervision by the principal will be low unless a systematic and consultative way of solving students' problems is practiced. Otunga et al (2008) say that violence disrupts the smooth running of schools in Africa and this also has an impact on the effectiveness of schools head. Bomelt (2011) also indicates that the principals may be faced with lack of support from parents who have no respect for the



education system and this too may affect the principal's role in improving students' performance. The fact that the principal is overloaded with administrative duties is a challenge that may hinder him/her in supervising teaching and learning process. For instance Mulanda (2008) analyzed head teachers constrain to effective supervision of curriculum in public secondary schools in Kakamega south District. Analysis indicated that most head teachers do not carry out clinical supervision because of many administrative duties that they have to perform. Similarly, Kimosop (2002) found out in Karbanet & Salawa Divisions of Baringo District that the frequency of performance in instructional supervisory practices by head teachers' were low especially in the areas of classroom observation, checking students notes and teaching lesson

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell,2009). In this study a descriptive design were employed with the intention to get the general picture of the current status of school leaders" effectiveness in implementing SIP in the secondary schools of IluBabor Zone. In supporting this idea, Abiyetal., (2009) suggested that descriptive survey as used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey was more effective in assessing the current practices in its natural setting.

#### **3.2. The Research Method**

The method employed in this research was both quantitative and qualitative methods. Since the research was survey method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed,etal.,2004). It is also practical in the sense that the researcher was free to use all methods possible to address a research problem (Creswell,2006). Furthermore, to confirm, cross-validate or corroborate findings within a study.

### **3.3 Data Source, Population and the Study Area**

#### **3.3.1. Sources of Data**

In this study, both primary and secondary data sources were employed to obtain reliable information about school leadership effectiveness in implementing school improvement programs. The major sources of primary data are teachers, principals, and female students of secondary schools. Moreover, questioners were used as a primary data. Sources of secondary data are document analysis, books, and journals.

#### **3.3.2 The Study Population**

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron&Coups, 2008). Therefore, the population of the study area were 43 secondary schools (9<sup>th</sup>-12<sup>th</sup>) in the Ilubabor zone specifically, secondary school teachers (1013), principals (62),and Female Students (12,186).

#### **3.3.3 The Study Area**

Iluababor Zone is one of the 24 Zones of Oromia Regional State which is found in the South western part of Ethiopia. It has a total area of approximately 16,555km<sup>2</sup> and lies between longitudes 33<sup>0</sup> 47" W and 36<sup>0</sup> 52" E and latitudes 7<sup>0</sup>05" S and 8<sup>0</sup>45" N. It is bordered to the south by Kefa and Sheka Zones, to the North by West Wollega, to the East by Buno Bedele Zone and to the West by Gambella Regional State. Illubabor Zone has 14 Weredas and one town administration. Agriculture, especially coffee production is the back bone of the communities of the Zone. Mettu is the Zonal capital dislocated 600km away from Addis Ababa. (Source: Geographical information system)

### **3.4. Sample and Sampling Techniques**

To obtain the necessary sample units, multi stage sampling technique is employed. According to Abiyi*et al.*, (2009:63) multi stage sampling technique is used when a single appropriate sampling technique does not exist or cannot be obtained and it uses a collection of preexisting units or clusters to stand in for a sampling frame. Accordingly, first from the total of 43 secondary schools in the zone 10 is taken by taking in to account the manage

ability within the given time and resources.

The pre-identified clusters were West (cluster1), South(cluster2), North(cluster3) and East (cluster4) and this classification has been done in agreement of Zone administrative and Education Offices to make the monitoring and controlling system of activities easy in the zone. Concerning the location and distribution of schools 10 sample schools selected from each four clusters. 2 schools from cluster1, 3 schools from cluster 2, 2 schools from cluster 3 and 4 schools from cluster 4 are selected by stratified random sampling techniques. Accordingly, from East, Alle, from west Metu, from North Nopa and Darimu from south were selected. Therefore, the total sample schools selected from each four clusters are 10 (Gore, Onga, Abdi bori, Mettu, Elemo, Nopa, Biloqaro, Dupa, Darimu, Alga. Each school provided 14 teachers and 3 students who were selected by systematic sampling.

Orodho (2008) says that systematic sampling involves selecting members at equal intervals. This assumes the existence of a list of members (i.e. The register of students or nominal roll). The researcher obtained the list of teachers and selected the first name maintaining an interval of one until he got the five (5) teachers. For the students; the admission register was obtained and the fifth name selected. The reasons for using admission register rather than the class register was because some schools have more than one stream. The sample for this study thus consisted of 10 principals purposively selected, 140 teachers and 30 students from the selected schools, giving a total of 180 respondents.

### **3.5 .Data Gathering Tools**

#### **i) Questionnaire**

A questionnaire items was employed to collect quantitative data from selected Principals and teachers. This is because the questionnaire is convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a short period. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best&Kahn,2003). The questionnaire was prepared in English language, because all of the sample teacher could have the necessary skills to read and understand the concepts that will in the questionnaire.

The questionnaires were two parts. The first part of the questionnaire will describe the respondent's background information, which was included Sex, age, experience, Position and name of the school. The second part incorporated both closed and open-ended question items. The close-ended items are prepared by using Likert scales and the value of the scale is between one and five.

## **ii) Interview**

Semi-structured interview was used to gather in-depth qualitative data from female students. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives Opportunities for learning up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyetal., 2009). The interview questions are translated in to the local language to minimize communication barriers.

## **Vi ). Document Analysis**

Documents like SIP manuals, strategic and annual plans, self-assessment and student assessment results, and community participation evidence are incorporate to supplement the data obtained through questionnaire and semi- structured interview. According to Abiyetal., (2009) document analysis can give an expert understanding of the available data and also it is cheap.

## **3.6. Procedures of Data Collection**

To answer the research questions raised, to confirm, cross-validate or corroborate findings with in a study student researcher passed through a series of data gathering procedures. The expected relevant data are gathered by using questionnaires, interview, observation and document analysis. Having letters of authorization from Jimma University and Ilubabor Zone education office, the researcher was directly lead to each sampled school according to the schedule out lined. Then, the student researcher in every step followed all important ethical procedures until all required data are collected and completed from intended sampled schools through.

### **3.7. Validity and Reliability Checks**

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments are developed under close guidance of the advisors and, also a pilot study was carried out on 32 teachers of Yayo secondary school to pre-test the instrument. The pilot test will provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adamset al., 2007).

A reliability test will performed to check the consistency and accuracy of the measurement scales. As explained by Drost (2004), if the result of Cronbach's coefficient alpha is 0.7 and above it will considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

### **3.8. Methods of Data Analysis and Interpretation**

For this study, both quantitative and qualitative methods of data analysis were employed. Thus, the data obtained through questionnaires will analyze by using percentage, mean, and standard deviation and will follow by discussion of the most important points. The data gathered through open- ended questions, interview and document analysis, analyzed qualitatively through descriptive narration for the purpose of triangulation.

**Quantitative Data:-** With regard to the quantitative data, responses are categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires were present in tables according to their conceptual similarities. The scores of each item are organized, statistically compile, and imported in to SPSS version 21to obtain the mean value of each item. Likert Scale is employed to identify to what extent the respondents agree or disagree.

**Qualitative Data:** -The data collected from interviews, open-ended question of the questionnaire, document analysis and observation were analyzed and interpreted

qualitatively. The hand written notes will transcribed; categorized and compiled together in to themes. The result of open-ended questions, document analysis, and observation summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

### **3.9. Ethical Consideration**

To carry out the research, the necessary approval and the permission letter were written and obtained from Jimma University Center for Early Childhood Care and Education and submitted to the research area. Thereafter, the respondents were treated in ethical manner with mutual understanding of each other and collect relevant information without consideration of individual background. Moreover, to ensure originality, confidentiality, avoid plagiarism and other concern the attempt was made to appropriately cite and give credit for each respective author.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **Introduction**

This section provides a detailed presentation of the data analysis, presentation and the interpretation of findings. Data analysis was guided by the four study objectives. These were the instructional leadership activities that school leaders engaged into improve students' academic achievement, the approaches that school leaders use to supervise instruction in order to improve students' academic achievement, the extent to which school leaders engage teachers in decision making and challenges that face the school leaders in their effort to improve their school's performance.

#### **4.1. Questionnaire Return Rate**

The study sample consisted of 30 students, 140 teachers and 10 principals giving a total of 180 respondents. Out of 180 questionnaires distributed and filled for the study, only 154 were accepted for analysis representing 86 % return rate which is statistically acceptable representation of the target population.



## 4.2. Analysis and interpretation of data that were collected through Questionnaire from principals.

### 4.2.1. Gender of Principals

**Table 1: Gender of Principals**

Gender of Respondents		Frequency	Percentage
Principals	Male	6	60
	Female	4	40

The above table shows the respondents characteristics in terms of gender. Regarding principals respondents, the male principals constituted 6 (60%) while female principals hold up 4 (40%). This shows that the essential data was obtained from both male and female respondents. **4.2.2 Education Qualification**

**Table 2: Results of the level of education among the school principals.**

Level of Education	Frequency	Percentage
Bachelors degree	7	70
Masters	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

The results in table 3 show that 70% of the school Principals had bachelor's degree while 30% had Masters Degree. This was perceived as crucial characteristic of a secondary school administrator to enable them perform their duties effectively and take the schools into high performance levels.

### 4.2.3 Work Experience

*Table 3:- Principals experience.*

Respondents' experience		Frequency	Percentage
Principals	1-3 years	1	10
	4-6 years	6	60
	7-10 years	2	20
	11 and above	1	10

From Figure 4.3, most principals most principals (60%) had an experience of between 4-6 years. The results suggest that majority of the principals had sufficient experience to carry out instructional leadership roles effectively to improve students' performance.

### 4.2.4:-Principal's Instructional Leadership Activities

This section presents an analysis and interpretation of the different activities that principals engage in while seeking to improve their school's performance. These leadership activities are believed to have a significant impact in creating a conducive and enabling environment to make the school more effective and hence realize higher levels of student performance.

#### 4.2.4.1. Providing Textbooks and other Learning/Teaching Materials

**Table 4:- Providing Textbooks and other Learning/Teaching Materials**

Providing teaching and learning materials	Frequency	Percentage
High	6	60
Medium	3	30
Low	1	10

This study revealed that 60% of the school principals were high provided teaching and learning materials while 30% of the head teachers provided medium adequate teaching and learning resources compared to the less than half (10%) of the principals low performing. Results depict that, principals provided textbooks and other learning and teaching materials to a greater extent

#### 4.2.4.2 Ensuring that all Subjects Have Enough Teachers

**Table 5:- Ensuring that all Subjects Have Enough Teachers**

Ensuring that all Subjects Have Enough Teachers	Frequency	Percentage
High performing principals	7	70
Medium performing principals	2	20
Low performing principals	1	10

In relation to ensuring that all subjects have enough teachers, 70% of the principals ensured that all subjects have enough teachers, while 20% and 10% of the principals ensured average and low t all subjects of enough teachers as shown in table 4.

These results show that principals ensured that all subjects have enough teachers to a greater extent. The findings imply that having enough teachers in all subjects contributes positively to students' performance and these accounts for the difference in academic achievement.

#### **4.2.4.3. Motivating Students to Work Hard by Rewarding the Top Performers**

The results on the extent to which principals motivated students by rewarding top performers are shown in table 5

**Table 6:- principals motivated students by rewarding top performers.**

<b>Performance of principals</b>	<b>Frequency</b>	<b>Percentage</b>
<b>High performing principals</b>	7	70
<b>Medium performing principals</b>	2	20
<b>Low performing principals</b>	1	10

Findings in table 5 reveal that at least all principals motivated their student to some extent. However comparing different categories of schools, majority (70%) of principals did motivate highly their students, 40% of principals did medium motivate their students and only 20% of principals low motivate their students. The motivation is given in form of presents like revision books and stationery or academic trips.

These findings demonstrate that student motivation is important in student's academic performance. This implies that rewarding top performing students has a positive effect on students' performance. The findings are supported by Peklaj and Puklek (2009) who say that motivation plays a major role in students' academic work and in their achievement.

It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, and in their coping with the obstacles they encounter in the learning process.

#### 4.2.4.4 .Monitoring Students' Academic Progress

**Table 7:- Monitoring Students' Academic Progress**

<b>Performance of principals</b>	<b>Frequency</b>	<b>Percentage</b>
<b>High performing principals</b>	6	60
<b>Medium performing principals</b>	3	30
<b>Low performing principals</b>	1	10

In relation to monitoring students' academic progress, it was established that 60% of the principals highly monitored students' academic progress, while 30% and 10% of the principals average and low monitored students' academic progress.

Study findings in table 5 indicate that the principals from high performing schools monitored the academic progress of their students to a greater extent than those of schools from other categories. The results show that there is a connection between this practice and schools performance.

#### 4.2.4.5. Principals Encourage Teachers to use Different Teaching Methods

**Table 8:- Principals Encourage Teachers to use Different Teaching Methods**

Performance of principals	Frequency	Percentage
High performing principals	7	70
Medium performing principals	2	20
Low performing principals	1	10

With regard to principals encouraging teachers to use different teaching methods to cater for specific needs of students, the study established that 70% of the principals encouraged their teachers to use different teaching methods such as demonstration while only 20% of the principals average performing and low performing did this. The average performing and low performing widely used lecture method. The results are shown in table 9

The findings of this study therefore generally show that principals do not encourage their teachers to use different teaching methods despite its importance in enhancing students' performance. This is likely to be as a result that teachers have a better and more regular interaction with students than the principal. Hence they are in a better position to identify the specific student's needs and react to them accordingly by employing different teaching methods without having to be notified by the principal.

In Illubabor zone the researcher established that lecture method was more widely used than demonstration method across all schools. Research studies have demonstrated that the type of teaching methods employed influence students' academic achievement.

This could have contributed to poor performance because student passivity does not enhance learning and active learning helps students to learn independently and perform well (Machemer & Crawford, 2007).

### 4.3. Analysis and interpretation of data that were collected through Questionnaire from teachers.

#### 4.3.1. Gender of teachers

**Table 9 : Gender of teachers**

Gender of Respondents		Frequency	Percentage
Teachers	Male	78	56
	Female	62	44

The above table shows the respondents characteristics in terms of gender. Regarding teachers respondents, the male teachers constituted 78 (56%) while female teachers hold up 62(40%). This shows that the essential data was obtained from both male and female respondents.

#### 4.3.2 Education Qualification

**Table 10: Level of Education of Teachers**

Level of Education	Frequency	Percentage
Diploma	16	12.0
Bachelors degree	109	78.0
Masters	11	8.0
PGDE	4	2.0
Total	140	100

According to Table 10, majority (78%) of the teachers had a bachelor's degree with 12% of them having diplomas in education. The table further shows that 8% of the teachers had a

master's degree with the minority (2%) having a post graduate diploma in education. This finding implies that teachers in secondary schools were well trained and qualified to produce good academic results. It was also important to realize that most teachers held a Bachelors Degree, a qualification that made them capable teachers.

### 4.3.3 Work Experience

**Table 11:- Teachers experience.**

Respondents' experience		Frequency	Percentage
Teachers	1-3 years	25	18
	4-6 years	95	68
	7-10 years	14	10
	11 and above	6	4

From table 11 most teachers (68%) had a teaching experience of not more than 6 years. The results suggest that majority of the head teachers had sufficient experience to carry out instructional leadership roles effectively to improve students' performance while the teachers' experience show that they were experienced enough to implement the curriculum effectively. This is in line with the findings of Nambuya (2013) who found that performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination. A trained teacher will have necessary pedagogical skills which promoted students' understanding, motivating students to learn, thereby promoting academic performance.



#### 4.3.4.1:- Challenges Encountered by Principals in Improving Students' Performance

In this section, the researcher sought to establish some of the major challenges facing principals in their endeavor to improve their schools performance. .

**Table 12:- Challenges Encountered by Principals in Improving Students' achievement.**

Challenges encountered by principals	High	Moderate	Low
Teachers not attending classes	0%	33.3%	75%
Inadequate teachers	33.3%	66.7%	100%
Teachers not completing syllabus in time	0%	33.3%	75%
Strikes and high student indiscipline	00%	33.3%	50%
Inadequate textbooks and revision books	33.3%	66.7%	75%
Inadequate science laboratories	33.3.%	33.3%	75%
Lack of time to check teachers' schemes and records of work	33.3%	0%	25%
Lack of time to check students' work	33.3%	0%	25%
Lack of parents' commitment to paying fees	33.3%	66.7%	100%

The findings from Table 12 indicate that all the principals encountered some challenges in one way or the other. The effects of these challenges however were different for the different principals. High performing principals rated inadequate textbooks and revision books (33.3%), inadequate science laboratories, (33.3%), lack of parents' commitment to paying fees (33.3%), inadequate teachers (33.3%), lack of time to check teachers' schemes and records of work (33.3%), lack of time to check students' work (33.3%) as the main challenges. The average performing principals rated inadequate teachers (66.7%), inadequate textbooks and revision books (66.7%), lack of parents' commitment to paying fees (66.7%) as the most common challenges. prevalent challenges, while teachers not attending classes, teachers not completing syllabus in time, inadequate textbooks and revision books, inadequate science laboratories were rated at 75% which shows that these challenges are still very high in low performing principals.

On the other hand, the least common challenges reported in high performing principals were teachers not attending classes (0%), teachers not completing syllabus in time (0%), strikes and indiscipline(0%). While the least common challenges reported in the average performing principals were teachers not attending classes (33.3%), teachers not completing syllabus in time(33.3%), strikes and students' indiscipline (33.3%), inadequate textbooks and revision books (33.3%), and Lack of time to check both teachers' schemes/records of work and students' work (0%). The least common challenges experienced by the low performing principals were strikes and high students' indiscipline (50%) and lack of time to check teachers' schemes/records of work and students' work (25%).

These findings also indicate that inadequate textbooks and science laboratories are being experienced to a low extent in high performing principals (33.3%) and average performing principals (33.3%) but it is experienced to a high extent (75%) in the low performing principals which could be a major contributing factor to their difference in academic achievement. The findings imply that the absence of major challenges in high performing principals allows them enough time to concentrate in their studies and hence result in high performance. It is also worth noting that most challenges such as inadequate textbooks and revision books, inadequate trained teachers, and inadequate laboratories were more

prevalent in average and low performing principals which probably accounts for their low performance compared with the high performing principals.

These overall results indicate the main challenges that Principals face in all the categories of secondary schools are inadequate teachers, inadequate science laboratories and inadequate teaching and learning materials. These challenges could be the main contributing factors to low performance among the principals.

#### 4.3.4.2. The role of the principal in students' achievement.

**Table 13-: The role of the principal in students' achievement**

Role of principals	High	Moderate	Low
Principal visits our classrooms to observe a teacher teaching.	66.7%	66.7%	25%
Principal comes round our classes to check if teachers have attended their lessons.	100%	66.7%	50%
Principal asks students how far their teachers have covered syllabus in various subjects.	100%	33.3%	25%
When principal is not in, the deputy principal goes round classes to check if teachers have attended lessons	100%	66.7%	50%
Principal authorizes class prefects to note teachers who fail to attend their lessons.	100%	66.7%	75%
Principal visits our classrooms to observe a teacher teaching.	20.0%	30%	50%
Principal comes round our classes to check if teachers have attended their lessons.	30%	45%	25%

From the results in table 13 we find that all the high performing principals had put more effort in Principal comes round our classes to check if teachers have attended their lessons. (100%), Principal asks students how far their teachers have covered syllabus in various

subjects. (100%), when principal is not in, and the deputy principal goes round classes to check if teachers have attended lessons (100%),

High performing principals indicated that they strongly put into consideration frequent testing and giving of feedback, remedial teaching, and controlled entry marks for students joining the school and provision of learning recourses as measures to improve students' achievement. On the other hand, in the low performing principals, these measures had not taken root adequately.

#### **4.4. Analysis and interpretation of data that were collected through interview.**

The interview was started by analyzing of the respondents' background information with respect to their responses

##### **4.4.1. Personal Characteristics of the Respondents**

All student respondents' (30 female students) were at the age between 15 – 20 years. All student respondents are school age students.

This part discusses the responses of students' interview. One of student interviewees said:

*“My parents who had twelve children, I am one of them; they want to send them to school. However, they are unable to afford for all of the children because of the high direct and indirect cost of schooling. I am lucky getting the chance and to continue the secondary level education. ”If I have the chance passing in the national exam of 10<sup>th</sup> grade, my parents will be reluctant to extend the preparatory level education.”*

Further she stated as; I have a desire to continue whereas how could I cover the direct cost of schooling. The possibility of sending me to school more likely relied on my parents' income and their willing. I am thinking to cover the cost of schooling rather thinking for academic success. Last year I have faced many problems in this regard because my parents are very poor and I have no money. Now, most of the graduates' students in my neighbor are unemployed. Even, I will graduate I do not think I will get job easily. I didn't

See bright future. This for me is unthinkable as developing country female. Getting job is not easy in the country, and the problem is intensive especially for girls.

Other female student interviewee stated that parents' assumption towards female education relied on perception of the status of women in the community and gender roles. They assumed as females are educated to master the household duties and responsibilities, and obedient wife. Boys are educated to show men role in community and functioning in farming and, if opportunities avail for administrations which are culturally reserved only for men. Therefore, parents are inclined to support and have a desire to involve in the education of sons and be reluctant or refrain from investing their resources on females' education.

This indicated that financial problem can affect negatively the participation of female students as well as academic achievements of female students'. In this regard parental support may be a decisive factor for participation and academic achievement. Also the respondents indicated that the high demand of females for domestic chores; lack of study time, economic problem to afford themselves such as house rent, school uniform, and stationary may restrain girls' academic performance.

Majority of female student respondents' stated that their parents' education background was low. Due to this reason parental involvement in education matter was poor. While some respondents asserted that; to some extent their parents' are involved in their daughters' education matter and give academic support to perform well.

“They were pleased during the time they are being in the school, however, most of the time they are dictated to stay at home because their parents were given assignment to help them in domestic works. Their parents did not allow going to school before they finish the daily household activities. Until they complete the assignment they stayed at home and they missed the class”. The other thing student respondents pointed out that

“Attitude of teachers towards girls’ education and motivation and commitment to support female students to improve academic achievement was very low. Further, they stated as no provision of special class for girls’ to inspire and the females to achieve more”. One of the students from the rural area replied that the school and my living home distance were far. Due to matter of distance I always late and I couldn’t holdup the first class in the morning. The Special Woreda has only one high school in the Town. I always wake up early in the morning but I can catch up the first class. The distance from home to school or Woreda town is nearly 18 km and always I travel on foot, when I reached home I filled tired. I spent my school year and study time by journeying and I couldn’t be successful.

The problem implies that female students’ are unable to follow schooling attentively and to study properly. Finally, they lose their confidence for success because of their exposure to different problems.

#### **4.5. Analysis and interpretation of data that were collected through document.**

**Table14:- Data that were collected through document.**

Woreda	School’s Name	Year	No. of students sat for exam			No. of students joined university			Percentage		
			M	F	T	M	F	T	M	F	T
Mettu	Mettu	2010	27	23	50	5	3	8	18	13	16
		2011	30	15	45	11	2	13	36	13	28
		2012	32	14	46	6	0	6	18	0	13
	Abdi Bori	2010	48	42	90	33	17	50	68	40	55
		2011	39	31	70	9	8	17	23	25	24
		2012	46	44	90	8	7	15	17	15	16
Alle	Gore	2010	34	35	69	14	8	22	41	22	31
		2011	47	42	89	12	3	15	25	7	16
		2012	39	28	67	21	4	25	53	14	37
	Onga	2010	41	32	73	13	7	20	31	21	27

		2011	49	31	80	19	8	27	38	25	33
		2012	46	34	80	18	7	25	39	20	31
<b>Nopa</b>	<b>Nopa</b>	2010	32	24	56	26	8	34	81	33	60
		2011	38	27	65	31	11	42	81	40	64
		2012	41	30	71	33	16	49	80	53	69
	<b>Bilo qaro</b>	2010	27	20	47	22	11	33	81	55	70
		2011	33	26	59	27	13	40	81	50	67
		2012	37	29	66	31	20	51	83	68	77
<b>Darimu</b>	<b>Darimu</b>	2010	72	53	125	37	13	50	51	24	40
		2011	71	60	131	38	14	52	53	23	39
		2012	74	60	134	37	14	51	50	23	38
	<b>Dupa</b>	2010	34	35	70	14	8	22	41	22	31
		2011	47	32	79	17	3	20	36	9	25
		2012	39	28	67	11	2	13	28	7	19
	<b>Alga</b>	2010	27	20	47	12	7	19	44	35	40
		2011	33	26	59	17	8	25	51	30	42
		2012	37	29	66	11	10	21	29	34	31
<b>Doreni</b>	<b>Elemo</b>	2010	48	30	78	13	6	19	27	20	24
		2011	44	32	76	19	10	29	43	31	38
		2012	42	31	73	10	8	18	23	25	24

Data in Table 14 reveals that, in the year 2010 a total of 314 female students sat for the examinations, but 88 (28%) students joined university, in the year 2011 a total of 322 female students sat for the examinations, but 80 (24%) students joined university and in the year 2012 a total of 327 female students sat for the examinations, but 88 (26%) students joined university. This implies that only a few students joined university.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This section gives a summary of the main findings, conclusions and recommendations. The purpose of the study was to determine the role of the school leaders in promoting students' achievement in secondary schools of Iluababor zone. The objectives of the study were to examine role of school Leaders in Enhancing Female student's academic achievement in secondary schools of Iluababor Zone. The study used descriptive survey research design. The study sample consisted of 30 female students, 140 teachers selected through systematic sampling and 10 principals purposively selected giving a total of 180 respondents.

#### **5.2 . Summary of findings of the Study**

This section gives the summary of the findings based on the objectives of the study. The demographic information of the respondents was based on gender, education qualification, and teaching experience. The research report had four objectives. The first objective of the study sought to examine the status of female student's academic achievement in secondary schools of Ilu ab a bor zone.

A general assessment however, rated all school leaders as good and average instructional leaders. Some of the instructional leadership activities they engaged in to improve students' academic achievement were provision of textbooks and other learning and teaching materials, ensuring that all subjects have enough teachers, ensuring that teachers have schemes and records of work and checking students' notes and assignments among others.

The second objective of the study was to assess the school leadership support in promoting female student's education, The researcher established that the most common approaches used by the school leaders to supervise instruction were ensuring that teachers have schemes of work, lesson notes and fill records of work. The other approach was advising teachers on curriculum matters and teaching methods. The researcher



established that some approaches such as making classroom visits to observe teachers, holding a productive discussion with the teachers after class visit, and instructing class prefects to mark teachers who attend lessons and those who do not attend; were rarely used by the principals to supervise instruction. This is possibly because the use of these approaches may imply that the school leaders has little confidence in the teachers. Thus the use of these approaches may create a very negative attitude towards the role of the school leaders as instructional supervisor and consequently undermine academic achievement.

The third objective of the study was to examine challenges and opportunities of school leader's support in promoting female student's education. It was established that majority of the school leaders support in promoting female student's education.

The fourth objective of the study was to forward possible strategy for solving school leadership challenges in promoting female student's academic achievement. The main challenges facing were inadequate textbooks and revision books, inadequate trained teachers and inadequate science laboratories were challenges in schools.

### **5.3 Conclusions of the Study**

Based on the findings, the study has come up with the following conclusions regarding the role of school leaders in promoting academic achievements for secondary schools in Iluababor. All school leader in charge of schools in Iluababor zone are able instructional leaders and that any poor performances by their schools are caused by factors other than school leaders capabilities. This study also found that there was an association between the female student's academic achievement and its school leaders instructional leadership practices.

The study concludes that school leaders use several approaches in supervising teaching and learning processes. Some of these approaches are frequent class visits to students work, ensuring that teachers have professional documents such as schemes of work, lesson notes and records of work.

Further the study concludes that all the school leaders in Iluababor zone faced various challenges like indiscipline cases, inadequate learning/ teaching materials and inadequate number of trained teachers, teacher's failure to attend all their lessons, teachers not completing the syllabus in time and principals lacking time to check teachers' professional documents and students work. These challenges have played a big role in undermining the female student's' academic achievement.

**Inadequate supportive mechanisms:** In most schools, the tutorial services and various supportive mechanisms not sufficiently provided, particularly, the overall academic environment is not adequate and supportive for girls. The issue is related to major challenges of female academic achievements.

**Lack of role model female teachers:** Female role model teachers have high psychological impact on female students. Whereas, in the zone, there is a low proportion of role model female teachers' in secondary schools

**Unable to see bright future:** Due to traditional attitudes and early grown low self-concept in being female, girls develop poor perception, lack of vision, hopelessness and assume girls lower than boys. These challenges are affect girls in engaging academic matter and performing well.

#### **5.4 . Recommendations of the Study**

Based on the findings of this research, the following recommendations are proposed:

The ministry of education should undertake development projects that will empower schools by availing learning materials for example text books and facilities like science laboratories and libraries.

School leaders should improve their instructional supervision skills through attending management courses such as those organized and other professional development workshops as a way of ensuring that teaching and learning processes take place smoothly in order to improve female students' achievement. They should delegate more duties to their deputies in order to save time to assess both the students and teachers commitment to their work.

**Provide supportive educational environment** - The overall educational environment should be supportive to female students. This would be in terms of provision of gender specific needed materials, academic and social and counseling services.

**Encourage progressive tutorial programmes** - Schools should be encouraged to provide progressive gender focused tutorial programmes and to offer complete instructional programs in a cycle or level.

**Create “girl-friendly” participatory learning environments** - It should be targeted teachers, principals and headmasters in the secondary school to be more sensitized to the needs of most disadvantaged group of girls and trained them to address unmet needs. Train both new and experienced teachers to be gender sensitive and unbiased about girls’ potential for learning and recruiting more women to each at the secondary level. In addition, attempt should be made to stop gender bias from the curriculum and to improve the provision of quality education.

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# APPENDICES

Jimma university

Collage of education and behavioral science

Department of educational Planning & management

## Appendix I: Questionnaire for Principals

This research is meant for academic purpose and seeks to find out the role of school leaders in promoting students academic achievement. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions was treated as confidential. Please tick (√) where applicable or fill in the required information on the spaces provided.

### I. General direction

1. Please do not write your name in this questionnaire
2. Please, answer every question on the basis of the situation in your school.

### II. SECTION A: Background information of the principals

A. Please give short and brief answers for items requiring completion in the space provided and put “X” in the box representing your choice.

1. Sex:      Male                       Female

2. Service years

A) 1-3                       B) 4-6                       C) 7-10                       D) 11 and above

3. Responsibility

A) Principal                       B) vice-principal                       C) Supervisor

4. Qualification:

A) Certificate        B) Diploma        C) Bachelor degree        D) Master's degree   

**SECTION B: Principal's instructional leadership activities**

By means of a tick (✓), please indicate the frequency with which you perform the following instructional leadership activities listed below

N.o	Items	Degree of agreement		
		High	Moderate	Low
1	Providing textbooks and other teaching/learning materials.			
2	Ensuring that all subjects have enough teachers.			
3	Ensuring that teachers prepare schemes of work, lesson notes and fill records of work.			
4	Making frequent and formal class visits to check students' notebooks, assignments etc.			
5	Motivating students to work hard by rewarding top performers.			
6	Monitor students' academic progress.			
7	Encouraging teachers to use different teaching methods to cater for specific needs of students'			
8	Sponsoring teachers to attend academic seminars, workshops etc.			
9	Teaching your subjects			

**SECTION C: Approaches the principal uses to supervise instruction**

<b>N.o</b>	<b>Items</b>	<b>Degree of agreement</b>		
		<b>High</b>	<b>Moderate</b>	<b>Low</b>
1	I hold a classroom visit to observe a teacher			
2	I hold productive discussion with the teachers after classroom visit.			
3	I ensure that teachers have lesson notes			
4	I advise teachers on issues related to school curriculum and teaching methods.			
5	I request my deputy/HODs to check if teachers attend lessons when am absent/busy			
6	I frequently visit classrooms to check students notebooks, assignments			
7	I ask reports from HODs on syllabus coverage.			
8	I instruct class prefects to mark the teachers who attend lessons and those who fail.			



**SECTION D: Involving teachers in decision making**

Kindly tick (✓) the extent to which you involve teachers in the following decision making practices

N.o	Items	Degree of agreement		
		High	Moderate	Low
1	Setting the minimum KCPE entry marks for students joining form one.			
2	Making decisions regarding students' improvement measures			
3	Selecting teaching and learning materials			
4	Setting school rules and disciplinary measures on errant students			
5	Supervising the school routine			
6	Preparing the school budget			
7	I involve teachers in interview panels to admit new students			
8	Allowing teachers to act as coaches/trainers to various Co-curricular activities			

**SECTION E: Challenges encountered by principals in improving students' achievement.**

**To what extent do you face the following challenges in your attempt to improve students' performance? Kindly tick (✓) as applicable**

<b>N.º</b>	<b>Items</b>	<b>Degree of agreement</b>		
		<b>High</b>	<b>Moderate</b>	<b>Low</b>
1	Teachers not attending lessons			
2	Inadequate number of trained teachers			
3	Teachers not completing syllabus in time			
4	Strikes or high students' indiscipline			
5	Inadequate textbooks and revision books.			
6	Inadequate science laboratories			
7	Lack of time to check teachers' schemes of works, lesson plans, records of work and lesson attendance.			
8	Lack of time to check students notes, Assignments			
9	Lack of parents' commitment to their children's education			

**THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE**

**Jimma university**

**Collage of education and behavioral science**

**Department of educational Planning &management**

**Appendix II: Questionnaire for Teachers**

This research is meant for academic purpose. It intends to find out the role of the school leaders in promoting students' academic achievement. Kindly provide honest answers to these questions. The responses to these questions were treated as confidential. Do not write your name or that of your school on this questionnaire.

**Please tick (√) where appropriate or fill in the required information on the spaces provided.**

**SECTION A: BACKGROUND INFORMATION.**

A. Please give short and brief answers for items requiring completion in the space provided and put "X" in the box representing your choice.

1. Sex: Male  Female

2. Service years

A) 1-5  B) 6-10  C) 11-15  D) 16-20

E) 21-25  F) 26-30  G) 31 or above

3. Qualification:

A) Certificate  B) Diploma  C) Bachelor degree  D) Master's degree

**SECTION B:**

The table below has some statements related to the role of the principal in students' Performance. Indicate the extent to which you rate each of the statements as it applies to your principal and your school. Read and tick (√) once for each statement.

<b>N.o</b>	<b>Items</b>	<b>Degree of agreement</b>		
		<b>High</b>	<b>Moderate</b>	<b>Low</b>
1a	Principal provides teaching/learning materials e.g. textbooks, revision books, charts etc.			
B	Principal employs enough teachers for all subjects.			
C	Principal supports teachers to attend academic seminars and workshops e.g. SMASSE.			
D	Teachers use different methods to teach us e.g. forming discussion groups, explaining hard topics to slow learners at his/her own time			
E	Principal visits our classroom to check our exercise books to see if we write notes and do assignments.			
F	Principal knows students who keep performing well in examinations, those who remain constant, and those who deteriorate in their examinations.			
g	Principal rewards students who do well in examinations.			
H	Principal teaches some classes.			
2a	Principal visits our classrooms to observe a teacher teaching.			

B	Principal comes round our classes to check if teachers have attended their lessons.			
C	Principal asks students how far their teachers have covered syllabus in various subjects.			
D	When principal is not in, the deputy principal goes round classes to check if teachers have attended lessons			
E	Principal authorizes class prefects to note teachers who fail to attend their lessons.			
3a	Principal and teachers set the mean score of our school.			
B	Principal communicates things he/she will do to improve academic performance of our school.			
C	The principal and the teachers set school rules			
D	Teachers supervise school routine e.g. duties, preps, etc.			
E	Principal and students set the minimum KCPE marks for students joining form one			
F	Teachers are involved in interview panels to admit new students(new comers)			

G	Teachers coach/train students in co-curricular activities such as ball games, drama, music, etc			
4a	Some teachers do not attend their lessons.			
B	Our school does not have enough trained teachers.			
C	Most teachers do not complete syllabus			
D	We experience student strikes in our school			
E	Our school admits students with low marks.			
F	We do not have enough science laboratories.			
G	Our school does not have enough textbooks and revision books			
H	Students are often sent home for school fees			
I	Principal does not visit classrooms to check our exercise books.			
J	Principal does not come round classes to check if teachers have attended their lessons.			

**THANK FOR TAKING YOUR TIME TO FILL THIS QUESTIONNAIRE**

**Jimma university**

**Collage of education and behavioral science**

**Department of educational Planning &management**

**Appendix III: Interview to be responded by female students**

**1 .GENERAL INFORMATION ON THE INTERVIEWEE FOR STUDENTS**

1.1 Name \_\_\_\_\_

1.2 Zone/Speial Woreda/Woreda \_\_\_\_\_

1.3 Age \_\_\_\_\_

1.4 Sex \_\_\_\_\_

1.5 Marital status \_\_\_\_\_

1.6 Grade level \_\_\_\_\_

**2. FACTORS AND ITS COPING STRATEGIES AND OPINIONS**

2.1 Does school leaders provide guidance and counseling service for female student's in the school?

2.2 What factors mostly affect the academic achievements of female students at secondary level?

A Institutional related

B. Instructors related

C. Student related

D. school leader ship related

2.3 How do you evaluate your school leaders support in your education? What do you comment about it?

2.4. Do teachers use relevant teaching aids?

2.5. Suitability of school environment for instructional program.

2.6. What is your GPA of Grade 10 Examination?

2.7. What do you think should be done to improve female students' academic achievement?



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**Appendix Iv: Aguide line for document Analysis**

Woreda	School's Name	Year	No. of students sat for exam			No. of students joined university			Percentage		
			M	F	T	M	F	T	M	F	T
<b>Mettu</b>	<b>Mettu</b>	<b>2010</b>	<b>27</b>	<b>23</b>	<b>50</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>18</b>	<b>13</b>	<b>16</b>
		<b>2011</b>	<b>30</b>	<b>15</b>	<b>45</b>	<b>11</b>	<b>2</b>	<b>13</b>	<b>36</b>	<b>13</b>	<b>28</b>
		<b>2012</b>	<b>32</b>	<b>14</b>	<b>46</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>18</b>	<b>0</b>	<b>13</b>
	<b>Abdi Bori</b>	<b>2010</b>	<b>48</b>	<b>42</b>	<b>90</b>	<b>33</b>	<b>17</b>	<b>50</b>	<b>68</b>	<b>40</b>	<b>55</b>
		<b>2011</b>	<b>39</b>	<b>31</b>	<b>70</b>	<b>9</b>	<b>8</b>	<b>17</b>	<b>23</b>	<b>25</b>	<b>24</b>
		<b>2012</b>	<b>46</b>	<b>44</b>	<b>90</b>	<b>8</b>	<b>7</b>	<b>15</b>	<b>17</b>	<b>15</b>	<b>16</b>
<b>Alle</b>	<b>Gore</b>	<b>2010</b>	<b>34</b>	<b>35</b>	<b>69</b>	<b>14</b>	<b>8</b>	<b>22</b>	<b>41</b>	<b>22</b>	<b>31</b>
		<b>2011</b>	<b>47</b>	<b>42</b>	<b>89</b>	<b>12</b>	<b>3</b>	<b>15</b>	<b>25</b>	<b>7</b>	<b>16</b>
		<b>2012</b>	<b>39</b>	<b>28</b>	<b>67</b>	<b>21</b>	<b>4</b>	<b>25</b>	<b>53</b>	<b>14</b>	<b>37</b>
	<b>Onga</b>	<b>2010</b>	<b>41</b>	<b>32</b>	<b>73</b>	<b>13</b>	<b>7</b>	<b>20</b>	<b>31</b>	<b>21</b>	<b>27</b>
		<b>2011</b>	<b>49</b>	<b>31</b>	<b>80</b>	<b>19</b>	<b>8</b>	<b>27</b>	<b>38</b>	<b>25</b>	<b>33</b>
		<b>2012</b>	<b>46</b>	<b>34</b>	<b>80</b>	<b>18</b>	<b>7</b>	<b>25</b>	<b>39</b>	<b>20</b>	<b>31</b>
<b>Nopa</b>	<b>Nopa</b>	<b>2010</b>	<b>32</b>	<b>24</b>	<b>56</b>	<b>26</b>	<b>8</b>	<b>34</b>	<b>81</b>	<b>33</b>	<b>60</b>
		<b>2011</b>	<b>38</b>	<b>27</b>	<b>65</b>	<b>31</b>	<b>11</b>	<b>42</b>	<b>81</b>	<b>40</b>	<b>64</b>
		<b>2012</b>	<b>41</b>	<b>30</b>	<b>71</b>	<b>33</b>	<b>16</b>	<b>49</b>	<b>80</b>	<b>53</b>	<b>69</b>
	<b>Bilo qaro</b>	<b>2010</b>	<b>27</b>	<b>20</b>	<b>47</b>	<b>22</b>	<b>11</b>	<b>33</b>	<b>81</b>	<b>55</b>	<b>70</b>
		<b>2011</b>	<b>33</b>	<b>26</b>	<b>59</b>	<b>27</b>	<b>13</b>	<b>40</b>	<b>81</b>	<b>50</b>	<b>67</b>
		<b>2012</b>	<b>37</b>	<b>29</b>	<b>66</b>	<b>31</b>	<b>20</b>	<b>51</b>	<b>83</b>	<b>68</b>	<b>77</b>
<b>Darimu</b>	<b>Darimu</b>	<b>2010</b>	<b>72</b>	<b>53</b>	<b>125</b>	<b>37</b>	<b>13</b>	<b>50</b>	<b>51</b>	<b>24</b>	<b>40</b>

		<b>2011</b>	<b>71</b>	<b>60</b>	<b>131</b>	<b>38</b>	<b>14</b>	<b>52</b>	<b>53</b>	<b>23</b>	<b>39</b>
		<b>2012</b>	<b>74</b>	<b>60</b>	<b>134</b>	<b>37</b>	<b>14</b>	<b>51</b>	<b>50</b>	<b>23</b>	<b>38</b>
	<b>Dupa</b>	<b>2010</b>	<b>34</b>	<b>35</b>	<b>70</b>	<b>14</b>	<b>8</b>	<b>22</b>	<b>41</b>	<b>22</b>	<b>31</b>
		<b>2011</b>	<b>47</b>	<b>32</b>	<b>79</b>	<b>17</b>	<b>3</b>	<b>20</b>	<b>36</b>	<b>9</b>	<b>25</b>
		<b>2012</b>	<b>39</b>	<b>28</b>	<b>67</b>	<b>11</b>	<b>2</b>	<b>13</b>	<b>28</b>	<b>7</b>	<b>19</b>
	<b>Alga</b>	<b>2010</b>	<b>27</b>	<b>20</b>	<b>47</b>	<b>12</b>	<b>7</b>	<b>19</b>	<b>44</b>	<b>35</b>	<b>40</b>
		<b>2011</b>	<b>33</b>	<b>26</b>	<b>59</b>	<b>17</b>	<b>8</b>	<b>25</b>	<b>51</b>	<b>30</b>	<b>42</b>
		<b>2012</b>	<b>37</b>	<b>29</b>	<b>66</b>	<b>11</b>	<b>10</b>	<b>21</b>	<b>29</b>	<b>34</b>	<b>31</b>
<b>Doreni</b>	<b>Elemo</b>	<b>2010</b>	<b>48</b>	<b>30</b>	<b>78</b>	<b>13</b>	<b>6</b>	<b>19</b>	<b>27</b>	<b>20</b>	<b>24</b>
		<b>2011</b>	<b>44</b>	<b>32</b>	<b>76</b>	<b>19</b>	<b>10</b>	<b>29</b>	<b>43</b>	<b>31</b>	<b>38</b>
		<b>2012</b>	<b>42</b>	<b>31</b>	<b>73</b>	<b>10</b>	<b>8</b>	<b>18</b>	<b>23</b>	<b>25</b>	<b>24</b>