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LEADERSHIP EFFECTIVENESS AND STUDENTS' ACADEMIC ACHIEVEMENT IN PREPARATORY SCHOOLS OF JIMMA ZONE

BY: DAWIT YADETA

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LEADERSHIP EFFECTIVENESS AND SCHOOL PERFORMANCE IN PREPARATORY SCHOOLS OF JIMMA ZONE

A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP

BY: DAWIT YADETA

MAIN ADVISOR: ABEYA GELETA (Ph.D.)

CO-ADVISOR: FEDILU ABBAGUMBUL (M.Ed.)

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DECLARATION

I hereby declare that this thesis is my own original work and it's not submitted to any other institution anywhere for the award of any academic degree or MA. I, the under signed declare that all sources of the materials used for this thesis have been duly acknowledged.

Name: Dawit Yadeta

Place: Jimma University

Signature: _____

Date _____

This thesis has been submitted for examination with my approval as University Advisor.

Advisor's Name: Abeya Geleta (PhD)

Signature: _____

Date: _____

Co-advisor's Name- Fedilu AbbaGumbul (M.Ed.)

Signature: _____

Date: _____

Dedication

I dedicate this thesis to my lovely sons Biniyam and Filenber Dawit who ever made me feel happy in my entire life. Thank you, my kids, for waiting me patiently when I was away from home during my classes. I love you both from bottom of my heart.

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Approved by Board Examiners

_____	_____	_____
Chairman, Departments	Signature	Date
Abeya Geleta (Ph.D.) Advisor	_____ Signature	_____ Date
_____	_____	_____
External examiner	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date

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Abbreviations and Acronyms

EdAd: educational administration

EGSELCE: Ethiopia General Education Leaving Certificate Examination

EUEEC: Ethiopian University Entrance Examination Certificate

HRD: Human Resource Development

KCSE: Kenya Certificate of Secondary Education

LCF: Leadership Competency Framework

MoE: Ministry of Education

NCEERA National Center for Education Evaluation and Regional Assistance

NLA: National Leadership Academy

NLA: National Leadership Academy

SD: Standard Deviation

SNNPR: South Nations and Nationalities of People Region

SPSS: Statically Package for Social Science

UK: United Kingdom

USA: United States of America

ABSTRACT

The main purpose of this study was to investigate the relationship between leadership effectiveness and students' academic achievement in Government Preparatory Schools of Jimma Zone. This study employed correlational research design including Quantitative and Qualitative methods. A total of 199 respondents, including 186 teachers using simple random sampling and 13 school leaders using purposive sampling were involved in this study. Among the 20 preparatory schools in the zone, 8 were selected by purposive sampling technique. Data for the study were collected through questionnaires, interviews, and document analyses. Descriptive statistics such as mean, standard deviation and percentage as well as Inferential statistics such as ANOVA, Pearson r correlation coefficient and multiple regression analysis were applied for the data analysis The findings of the study revealed that leadership effectiveness has a significant and positive relationship with students' academic achievement in Jimma zone preparatory schools. Defining school vision and mission, managing curriculum, supervising instruction, and promoting positive school climate were significantly and moderately correlated to students' academic achievement while monitoring students' progress sub scale was not. The five factors used for the leadership effectiveness as predictor variables in the regression model were shown to have a positive and significant relationship ($r=0.731$, $p<0.01$) with students' academic achievement when viewed as a whole, but they made varied results when observed individually. Supervising instruction is the most positive predictor of students' academic achievement ($B=.213$, $\beta=.304$) in Jimma zone preparatory schools; whereas, monitoring students' progress was found to be the least significant predictor of academic achievement. It is recommended that school principals had better to use the extending of university entrance examination schedule as an advantage to teach and help their students rather than complaining about the extending of the examination program.

CHAPTER ONE

1. Introduction

This chapter consists of background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, limitation of the study, operational definitions of key terms and organization of the study.

1.1. Background of the Study

Leadership effectiveness is believed to be crucial for the overall success of any organization. Accordingly, Oakland, (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness, and flexibility of the whole organization through planning, organizing, and allowing participation of all members at the appropriate level. Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), the effectiveness perspective is concerned with whether things are continuing to be appropriate, particularly in the context of a rapidly and increasingly demanding external environment. Moreover, effectiveness is providing a decided, decisive, or desired effect and the extent to which an organization achieves the objectives for which it was established (Ararso, 2014).

School Leadership can be understood as a process of influence based on clear values and beliefs and leading to a "vision" for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners, and stakeholders (Bush, 2007). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such responsibility is delegated to school leaders.

The writers suggest different bases and criteria for the effectiveness of school leadership. Accordingly, Duke (in Huber, 2010) also suggests four bases for defining effectiveness and these are trait, compliance, competence, and outcomes achieved. But Duke suggests that the trait is not compatible with contemporary values, nor is it justified by current research or administrative performance. Ubben and Hughes (1997) also identified elements of effective leaders as empowerment, change agents, creating an orderly conducive environment, being visionary, and human resource development. Therefore, as different writers suggest, even

though there are no single and specific standards or elements for measuring effectiveness but can be measured by goal achievement or by the successful accomplishment of certain intended plans or programs in an appropriate manner (Ararso 2014).

Student performance on national examinations has become increasingly important in Ethiopian education system. The examination results have become the means of documenting the performance of schools. Educators and educational leaders are examining ways to increase student performance on national examinations. According to Ward et al. (1996), academic achievement is the outcome of education-the extent to which a student, teacher or institution has achieved their educational goals and is commonly measured by examinations or continuous assessment. For the purpose of this study, academic achievement was measured by students' grade 10 national examination results.

Leadership has very significant effects on the quality of school organization and pupil learning. There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. One explanation for this is that leadership catalyzes unleashing the potential capacities that already exist in the organization (Harris and Hopkins 2008). The effects of leadership effectiveness on employees and organizational performance could be either positive or negative. A positive leadership style creates a stimulating work climate and makes the climate supportive, fair, and encouraging.

Effective performance is concerned with results that impact societal and school needs. The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school's principals because they are the backbone of the school system. They have the power to influence the outcome of events.

Leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. This implies leadership is very crucial for school performance.

The school leadership is the most visible and directly accessible representative of the school and its management for the success of school functions and students' academic achievement. Contemporary scholars such as Duke, Tucker, Salmonowicz & Levy, (2006) have observed that the lack of effective leadership in schools lowers students' achievement because the absence of quality leadership often results in ill-adapted school organization and programs. It also leads to unstable and difficult staffing, students' negative attitudes to academic work and discipline, an unhealthy school system and climate, and the non-cooperation of parents and community.

Bush (2007) also suggests that the quality of leadership makes a significant difference in school and student outcomes. Moreover, in many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. According to Tesema (2019), the low performance of school leadership effectiveness and lack of necessary materials and training in the Gofa zone of SNNPR affected students' academic achievement negatively.

Generally, the above suggestions show that the school leadership role has become the most commonly accepted role of the students' academic achievement. The need for professional and effective leadership at preparatory schools for the overall success of students' academic achievements is rationale that initiated the researcher to conduct this study.

Finally, this investigation has enabled the researcher to identify the relationship between leadership effectiveness and students' academic achievement in preparatory schools of Jimma Zone.

1.2. Statement of the Problems

Leadership in education is a central factor for strengthening the education system and achieving quality education of the nation (Toner, 2015). Effectiveness refers to goal accomplishment. The success of any school is critically linked to school leadership effectiveness. Good school leadership helps the schools to improve a good teaching and learning environment. Their activities support learning and motivate their teachers for the high academic performance of students' achievement. Successful leaders have personal and professional values, positive characteristics, and the ability to predict and adapt their leadership according to the needs and context of a particular school.

According to (Sergiovanni cited in Temesgen, 2011), effective leadership is at the core of every successful organization. Therefore, the school system is one of the public institutions having its own specific goals and objectives to be achieved and such task is given to school leaders. In the success of school performance teachers, parents, community and business partners, administrators, and students must share leadership functions. In this case, the role of the leadership is monitoring, facilitating, helping, supervising, and coaching the stakeholders.

Leadership plays an important role in school effectiveness and school improvement and this importance has always been emphasized by researchers from the field of school effectiveness and school improvement (Hargreaves, 2003). Leadership focuses on getting people to move in the right direction, gaining their commitment, and motivating them to achieve their goals.

Defining educational performance is difficult and yet also essential. Certainly, it is not just academic achievement, but the social and emotional dimensions of the child's overall development and the role of the school in the community Genck (1983). Brumbach (1988), as cited in Armstrong (2001), contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes.

As different reports confined from Jimma Zone Education Office students' performance was decreasing from time to time in grade 12 University Entrance Examination. For instance, according to the annual report of Jimma Zone Education Office (2019/2020), the three years result indicated a consecutive decline in EUEEC. In the year 2017- 2019 the total number of students who sat for the exam was 1807, 1098 and 2556 respectively. Out of these students who joined University were 1136, 784, and 849 respectively. This data revealed that students' academic achievement was not satisfactory. This study tried to see the relationship between leadership effectiveness and students' academic achievement.

Different researchers wrote different articles on leadership effectiveness. (Sergiovanni, 2001) suggests although teachers' quality has the greatest influence on student achievement, leadership effectiveness is also the next effect of student results. Yusuf (2008) reveals in his study that unless headteachers are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly. In the other hand Alemu (2011), in his study of leadership effectiveness of high school principals showed that most school leadership principals became ineffective in many activities such as

problem-solving process, high turnover of staff members, lack of proper performance appraisal of staff members. Teshale (2014) also reveals that more or less there is a dependency of students' academic achievement on leadership style used and school's leader work to ensure students' achievement.

Some studies claim that school leaders can contribute a significant positive impact, be it direct or indirect and student academic achievement in particular (Louis et al., 2010). Long ago, others argued that the effectiveness of school leaders' in contributing to students' achievement remains a topic of debate that is yet to be resolved (Firestone and Herriott, 1982; Grift, 1990;). Leadership takes many forms but certainly depends greatly on the context of each school, teachers, students and community.

Mesfin (2019) suggests in his study on the relationship between principal's leadership styles and school performance of secondary schools in Decha woreda, Kaffa zone, school performance and leadership style were positively related to the democratic leadership style used by school principals and such type of leadership style enhances collaborative and participative decision making. Delelegn (2020) suggests that there is a need to be considered the intellectual capacity and professional maturity of staff to apply leadership style indicators that can fit school and enhance school performance.

However, several studies have been conducted to determine the correlation between leadership styles and school performance, especially about the academic achievement of students, and different researchers conducted different researches on leadership effectiveness and academic achievement, there is still the problem of low performing academic achievement of students. Many of the authors that conduct research around this title focused on the grade 10 National Examination, but the writer of this research studied the academic achievement of the last three years (2010-2012) preparatory students' that took the Ethiopian University Entrance Examination Certificate (Grade 12 EUEEC) in Jimma zone preparatory schools.

That is what initiates the researcher to study leadership effectiveness and school performance particularly the academic achievement of students. Therefore, the purpose of this study was to determine the relationship between leadership effectiveness and school performances in selected preparatory Schools of Jimma zone. Accordingly, the study is designed to answer the following basic questions:

1. What is the level of leadership effectiveness as measured by leadership dimensions in selected preparatory schools of Jimma Zone?
2. What is the level of students' academic achievement in preparatory schools of Jimma zone?
3. Is there a significant relationship between leadership effectiveness and school performance in preparatory schools of Jimma zone?
4. What are the major impediments that hamper the school leaders to contribute to students' academic achievement in preparatory schools of Jimma Zone?
5. What is the relative effect of each of the leadership dimensions on student academic achievement?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate whether leadership effectiveness can significantly influence the students' academic achievement in preparatory schools of Jimma Zone.

1.3.2. Specific Objectives

1. To identify the level of leadership effectiveness in preparatory schools of Jimma zone.
2. To describe the level of schools' performance in terms of students' academic achievement of selected preparatory schools of Jimma Zone.
3. To identify the relationship between the leadership effectiveness and school performance of selected preparatory schools of Jimma Zone
4. To identify the major challenges affecting school leaders' effectiveness in the contribution of students' academic achievement in selected preparatory schools of Jimma Zone
5. To identify the relative effect of each of the leadership dimensions on student academic achievement

1.4. Significance of the Study

The features of effective leadership in schools have been sufficiently discussed by various authors. The study aimed at assessing leadership effectiveness and school performance and finally to recommend possible solutions.

It provides information for regional, zonal, and woreda educational officials on the current status of school leadership effectiveness and problems related to school performance. It may also give relevant and timely information to principals, teachers, supervisors, and educational officers in selected preparatory schools of Jimma zone concerning the existing system and reality of school leadership effectiveness. It assists to generate information for the school principal's leadership and serves as reference material for further studies and also as a starting point for other researchers who are interested to do their research in this area. It is also useful to the researcher as it will help him in actualizing his dream and lead him to the completion of the Master of Arts program in educational leadership.

1.5. Delimitation of the Study

To make the study more manageable, the study delimited to the investigation of leadership effectiveness and school performance in selected preparatory schools of Jimma zone. It was delimited to leadership effectiveness, because quality education can mainly be assured through effective educational leadership and effectiveness of leadership with reference to defining the school mission, managing curriculum and instruction, supervising instruction, monitoring students' progress, and promoting school learning climate. The dependent variable (students' academic achievement) was also delimited to the academic achievement of grade 12 regular program students. This choice was made in order to use standardized national test results as measures of student achievement. The focus of the study was on the effectiveness of school principals in relation to students' academic achievement only in the academic years of 2010 to 2012 E.C. for the purposively selected preparatory schools. Conducting the study in all preparatory schools of the zone was advantageous to have a complete picture of the leadership effectiveness and school performance of preparatory schools that gave the Ethiopian University Entrance Examination Certificate in the past three years. However, due to time and finance constraints, the study was delimited to eight sample preparatory schools of Jimma zone. Regarding the concepts, it was delimited to leadership effectiveness and the school performance of selected preparatory schools of Jimma zone.

1.6. Limitation of the Study

Some limitations were considered and observed while conducting this study. Instruments of data collection were restricted to questionnaires and interviews which is not included in focus group discussion. Moreover, due to the time was covid 19 pandemic, it casted a shadow on data collection activities. On the other hand, low level of cooperation on the part of some

teachers to fill the complete part of the questionnaires in accordance with the time and difficulty to access some school principals for interview during the time of appointment was another limitation that faced the researcher. However, to make the study successful, every limitation was dealt with effectively by using different mitigation measures. Accordingly, related research work was utilized as the benchmark of the study. In relation to some key informants refused to be interviewed, the researcher was continuously convincing and assuring them the data would only utilize for academic purpose and kept secret. The researcher's deficiency of experience to conduct research was also another limitation of the study

1.7. Operational Definitions of Key Terms

Leadership: is influencing a group of individuals to attain a common goal

School leaders: In this study, the term preparatory School leaders were used to designate the head administrator of a public general preparatory school.

Effectiveness: is concerned with the ability to produce a desired result or goal.

Leadership effectiveness: is an indicator that determines the outcome of a leaders' behavior when they try to influence others to accomplish a certain goal.

Academic Achievement: refers to the outcome of teaching and learning and the extent to which students achieve their learning goals.

1.8. Organization of the Study

This study was organized in a way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objectives, significance, delimitation, limitation, operational definitions of key terms and organization of the study. Chapter two contains a review of related literature that is relevant to the problem under the study. Chapter three dealt with research design and methods, Chapter four dealt with presentation, interpretation and data analysis including findings and Chapter five consists of the summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The purpose of this chapter was to provide a summary of existing literature related to School Leadership Effectiveness and Students' academic achievement of Preparatory School through ten major parts incorporated into this literature review. The first section examines the concepts of leadership. Leadership effectiveness, effective principal and leadership qualities, elements of effective leadership and measuring leadership effectiveness are some of the major literatures included in section two- six respectively under this chapter. The next three section of this review presents leadership theories, school leadership development in Ethiopia and students' academic achievement. The last sections nine and ten discussed leadership and student academic achievement and conceptual framework.

2.2.The Concept of Leadership

Leadership is a critical management skill, involving the ability to encourage a group of people towards a common goal. Leadership focuses on the development of followers, their needs, and building their capacity (Klein. 2013). It is imperative for managers occupying leadership positions to focus on the development of the value system of employees, their motivational level, and moralities with the development of their skills (Uchenwamgbe, 2013). This approach will essentially help followers achieve their goals as they work in the organizational setting. As posited by Khan, Asghar, & Zaheer, (2014), followers will be encouraged to be expressive and adaptive to new and improved practices and changes in the environment.

Leadership is the process that influences the behavior and daily activities of others‟ effort towards the achievement of goals in a given situation. (Yukl, 2008) described questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century. As Yukl's explanation, even though leadership history did not substantiate by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously. One of the main reasons is the extensive number of definitions for this term (Trottier, Van Wart, and Wang (2008).

Leadership has diversified definitions and different authors also define leadership in different ways. It is the behavior of an individual directing the activities of a group toward a shared vision. Beare, Caldwell, & Millikan, (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Thus, it is all about the continuous process of establishing and maintaining a connection between those who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood and Riehl (2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others to achieve common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Moreover, Leadership is a broader concept where the authority to lead does not reside only in one person but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards, and school-level staff involved in leadership tasks Pont, Nusche & Moorman,(2008).

As Bush (2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. He sees institutionalizing a leadership-centered culture as essential because it motivates and empowers people. In relation to this (Bennis & Nanus, 2000) identified that a range of talents is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning, and communicating organizational aims/vision with clarity.

2.3. Leadership Effectiveness

Leadership effectiveness is an evolutionary process of interconnected events and responses to events. Effective leadership is often viewed as the foundation for organizational performance and growth. Effective leadership is a source of competitive advantage for organizations, and the foundation for organizational performance and growth (Kim, 2007). The absence of effective leadership has a significant impact on the ability of organizations to implement and sustain strategic change initiatives. The essential roles of effective organizational leaders

include establishing and reinforcing values and purpose, developing a vision and the strategies necessary to achieve the vision, building the community necessary to implement the strategies, and initiating and managing the changes necessary to assure growth and survival (Block & Manning, 2007; Bodinson, 2005).

Individual leadership characteristics that may influence leadership effectiveness include intelligence, dominance, gender role, generalized self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability, and extraversion (McCauley & Douglas, 2004; Kim, 2007). Additionally, self-regulatory, self-motivational, empowering, and transformational leadership skills and behaviors affect leadership effectiveness (e.g. Conger, 1999; Manz & Sims, 2001). The level of environmental support can also influence leader selection and leadership effectiveness. A supportive environment is characterized by a culture that values and actively encourages the process of leadership development. In order to better understand how to enhance and develop effective leaders, one must first understand what causes or facilitates leadership emergence and selection. An understanding of the importance of creating an environment that recognizes each employee for their current accomplishments and future potential is critical in developing future leaders at all levels of the organization.

Through a better understanding of the conditions or contextual factors that should be present to enable the development of effective leaders, organizational leaders may be better equipped to create conditions necessary to facilitate the growth of future leaders (Vardiman, Houghston, and Jinkerson, (2006). Chen & Silverthorne (2005) propose a situational approach to leadership effectiveness, which allows managers to use the style of leadership that best matches the readiness, ability, and willingness of subordinates. The situational approach posits that a good match between leadership style and subordinate readiness leads to a higher level of subordinate satisfaction and performance. As the level of follower readiness increases, effective leader behavior will involve less structure (task orientation) and less socio-emotional support (relationship orientation). At the lower levels of readiness, the leader needs to provide direction. However, with higher levels of readiness, followers become responsible for task direction (Hersey, Blanchard, and Johnson, (1996)

2.4. Effective Principals and Leadership Qualities

2.4.1. Defining and Communicating School Missions and Goals

Gawlik (2018), Harris, Jones, Cheah, Devadason and Adams (2017) and Salleh (2013) in their research admit that an important dimension of the principal's role as instructional leader

is to define and communicate a vision, mission and purpose of the school. This suggests that effective schools have principals who are visionaries, who constantly dream about the future of schools and strategies and innovative ways to reach this future. School vision forms an image of what school leaders wish their schools to be in the future (Kantabutra, 2008; Mombourquette, 2017). The role of principals is to create opportunities in schools to talk about this broad picture and link it to current activities in order to discover discrepancies from which changes in the classroom can be made (Kin, Kareem, Nordin and Khuan, 2018).

Principals who perform the instructional leadership role understand that one of their tasks is to encourage teachers and other school members to join their efforts and concentrate their energy on the school purpose. A factor that helps a school principal to achieve the school mission is to have clear, measurable and achievable school academic goals. The principal as instructional leader plays a key role in determining the areas in which teaching staff will focus their attention and resources during a given year (Gowlik, 2018; Harris et al., 2017). To be effective, school missions and goals do not need to be defined unilaterally by the school principal. Rather, school goals should be developed in collaboration with other school members, especially teachers, to stimulate their energy and commitment towards their achievement (Hallinger, 2005; Murphy & Louis, 1994).

Once these goals are defined, the role of the principal is to continue reminding teachers and other school members about them and specifically assist teachers to incorporate such goals into their daily classroom practices. Harris et al. (2017) and Kin et al. (2018) advise principals to communicate regularly the school goals to teachers to help them make sense of their work and commit to it. Discussing school goals with teachers also helps the principal to determine whether good progress is being made in teaching and learning and what kind of support can be given to the teachers for effective implementation of the curriculum.

2.4.2. Managing Curriculum and Instruction

Managing and coordinating the curriculum is among the key activities of principals as instructional leaders. Managing and coordinating the curriculum in such a way that teaching time can be used optimally. Principals need to support the teaching program and provide the resources that teachers need to carry out their task (Kruger 2003).

One of the roles of school principals is to know if the existing curriculum meets the needs of students in the school and continue to assess it on a regular basis. Principals are responsible for jointly organizing the curriculum to help all students to maximize their learning

(C¸ alıskan & Tabancalı, 2009). According to Ifeoma (2013), organizing curricula refers to a process of formulating and selecting curriculum objectives, content and the actions to achieve these objectives. The role of principals is then to work with teachers and share information regarding the relevant instructional content and methods to facilitate curriculum implementation (Mafora & Phorabatho, 2013). Principals are also responsible for guiding and supporting teachers to choose the appropriate teaching and learning support materials that are aligned with the selected content and objectives.

By the nature of their responsibilities, principals as instructional leaders should ensure that teachers are an integral part of the curriculum planning process. Here, the effort must be made to help teachers have a good understanding of curriculum theory and practices, and develop the necessary skills for competently implementing this curriculum (C¸ alıskan & Tabancalı, 2009). Muijs and Harris (2006) argue that teacher involvement in curriculum planning results in sharing knowledge, professional understanding and practice. There is a possibility for teachers to learn about other types of teaching and learning, especially new techniques from their colleagues. Goddard et al. (2007) conclude by saying that teachers who are given a voice in curriculum organization and development claim ownership of the teaching and learning process and are able to sustain changes decided at the classroom level. Such collaboration also reduces teachers' isolation, which could be a barrier to a collective creativity and engagement in instruction.

2.4.3. Supervising Instruction

Ensuring that educators receive guidance and support to enable them to teach as effectively as possible. The focus of the school leader should be more orientated to staff development than to performance appraisal. This implies implementing programs that may enrich the teaching experience of educators or motivating them to attend such programs. (Kruger 2003)

The supervision of the teaching and learning process by principals is among their major functions. As school leader, the principal needs to follow up the activities of teachers in the classroom and supervision is an important tool to accomplish this task.

According to Gongera (2013), supervising instruction means collecting specific information about what is going on within a classroom and making decisions regarding teaching quality improvement. Bush and Glover (2009) consider supervising instruction to be visiting classrooms, observing teachers at work and providing them with feedback. Here, supervising instruction does not imply making judgements about teachers or controlling them. Rather, it

is a collaborative activity, where the intention is to guide, direct and facilitate teachers in their teaching (Archibong, 2012; Esia-Donkoh and Baffoe, 2018). Effective supervision is thus an activity that brings improvement in instruction through promoting teachers' competences (Esia-Donkoh and Baffoe, 2018; Omemu, 2017).

The supervision of instruction is a professional, continuous and cooperative activity that covers all aspects of teaching and learning in school. However, it becomes more beneficial and productive when it is followed by immediate and constructive feedback (Kalule and Bouchamma, 2014; Wanzare, 2012). This suggests that principals need to inform teachers about their level of performance, point out what actions can be taken to improve performance and provide assistance for the improvement of this performance. Research has revealed that formal and informal classroom supervision followed by constructive feedback is associated with teachers' practice improvement (Blas´ e and Blas´ e, 1999, Blas´ e and Roberts, 1994). Oye (2009) in his research, for example, notes that the principal's supervision and interaction with teachers increase teachers' reflection and awareness of the need to effectively plan and prepare lessons. Information collected from instruction supervision can also serve as a guiding tool to promote teacher professional development in the school (Esia-Donkoh and Baffoe, 2018; Mafora and Phorabatho, 2013).

2.4.4. Promoting School Learning Climate

In a situation where learning is made exciting, where teachers and learners are supported and where there is a shared sense of purpose, learning will not be difficult. Research indicates that "a healthy school environment" is characterized by basics such as "safety and orderliness," as well as less tangible qualities such as "supportive and responsive attitudes" toward students, and a sense by teachers that they are part of a community of professionals focused on good instruction. Effective principals ensure that all adults and children at their school focus on learning as the center of their daily activities (Goldring, Porter, Murphy, Elliott, and Cravens, 2007).

Principals at schools with high teacher ratings for "instructional climate" outrank other principals in developing an atmosphere of caring and trust. Also, their teachers are more likely than faculty members elsewhere to find the principals' motives and intentions good (Louis et al., 2010).

Many principals work to engage others outside the immediate school community, including parents and local business people. Interest in this aspect of leadership is growing, but as yet

there is relatively weak evidence on what it takes to assure these efforts are worth the time and toil. In one study, researchers developed a performance assessment to rate principals on community building and parental engagement to determine if there were any measurable effects on student achievement. They found that the principal's role in engaging the external community is vague; however, the principal plays a major role in developing a "professional community" of teachers who guide one another in improving instruction (Porter et al., 2008).

2.4.5. Monitoring Students Progress

Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.(Kruger 2003) Monitoring learner progress at the level of classroom links with carrying out assessment and moderation processes which is chiefly formative and interpersonal (Van Deventer, 2016).

Instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing. The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The principal plays a key role in this area in several ways. He/she can provide teachers with test results in a timely and useful fashion discuss test results with the staff as a whole, with grade level staff and individual teachers; and provide interpretive analysis for teachers detailing the relevant test data in a concise form (Anderson, Leithwood and Strauss, 2010).

In the poor performing schools, it was discovered that external assessments of learners have been regular but with few supervision issues, while internal assessment have been irregular and poor. However, the good schools take assessment seriously.

2.5. Elements of Effective Leadership

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

a) Empowerment

Different views were delivered by various writers that empowerment is an act that is performed by school leaders to share authority and responsibility with teachers on matters

related to classroom instructions. Ubben & Hughes (1997) also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity is ultimately direct towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create a conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

b) School Leaders as Change Agents

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

c) Creating An Orderly Conducive Environment

School leaders can play a key role in efforts of the creation of a sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (1990) remarked that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behavior. There are different reasons as to why it is valuable to establish an orderly

Conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement

plan, therefore, need to sense that they are working in a condition of relatively stable job environment. Ubben & Hughes (1997) enumerate two of the most vital premises:

I) Learning occurs best in an orderly environment and

II) The environment enhanced when the staff behaves in an orderly and internally controlled way, Cooperativeness among every school community, proper student behavior control system and encouragement from leadership for high achievements of teachers and students are indicators among others of conducive environments of schools.

d) Being a Visionary Leader

An effective leader is highly expected to have the ability to create and communicate his/her the organization depends on having a clear vision that is accepted by the staff and other stakeholders. Definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreeable vision is a stimulant to work hard towards the desired common goals. Riches & Morgan (1989) state that the acceleration of change makes vision all the more important. Sergiovanni (1991) also advises that anyone who is aspiring to be a good principal need to have some sense of what she or he values; something to be committed. Concerning this, school leaders are responsible to create a vision to which reflects their school situations.

e) Human Resource Development

Human Resource Development (HRD) is a process that uses developmental practices to bring about more quality, higher productivity, and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of a lack of focus on the part of heads. School leaders are personnel in charge of supporting teachers in their profession. HRD program must be a continuous process. It is not an overnight task According to Schlechy (1990) attention needs to directed to four factors; the nature of the adult Leader, different kinds of learning required of effective staff members; the varying amount of time required to affect different kinds of behavioral change and the application of appropriate training or development process of given factors. The most important of the human resource development process of given factors. The most important of human resource development is its staff and when staffs are congruent with organizational needs, well trained, adaptive, and motivated, great things can happen (Birhanu 2016).

2.6. Measuring Leadership Effectiveness

Literature (e.g., Kouzes & Posner, 2002; Yukl, 2010) indicates that like its definition measuring leadership effectiveness is not a simple activity. Part of the complexity originates from the view that people conceptualize leadership. For example, according to Yukl (2010), most researchers evaluate leadership effectiveness in terms of the consequences of influence on a single individual, a team or group, or an organization. Thus, the extent to which the performance of the team or organizational unit is enhanced and the attainment of goals is facilitated can be a common indicator of leadership effectiveness. In such cases, either objective measures of performance such as sales, net profits, return on investment, productivity, cost per unit of output, or subjective measures of effectiveness such as ratings obtained from the leaders' superiors', peers', or subordinates' can be used. In addition, followers' attitudes and perceptions of the leader as well as the leader's contribution to the quality of group processes, as perceived by followers or by outside observers can be other indicators of leadership effectiveness. As a consequence, both individuals and organizations develop different criteria to measure leaders' effectiveness.

Thus, leaders' effectiveness can be viewed from the instrument developers' perspective. For example, Kouzes & Posner (2002) measure leadership effectiveness from five dimensions: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. They call these major dimensions fundamental leadership practices or leadership performance inventories. From Kouzes and Posner's points of view, challenge the process implies that successful leaders are those who are willing to take calculated risks while inspiring a shared vision signifies the importance of precipitating a collective commitment to the future of the organization. As of the developers, enable others to act denotes the importance of empowering followers to nurture true collaboration; Likewise, model the way is to mean those successful leaders consistently and conscientiously project an appropriate example for their followers.

Encourage the heart refers to the importance of recognizing and celebrating the efforts and accomplishments of followers. In addition**,** institutions such as the national leadership academy (NLA) in the U.S, develop a Leadership Competency Framework (LCF) to measure the effectiveness of service-oriented organizations, like health and education (NLA, 2012). According to this framework, leadership effectiveness can be measured from seven dimensions. The dimensions include: demonstrating personal qualities, working with others, managing services, improving services, setting direction, creating the vision, and delivering

the strategy. For example, as to the LCF, demonstrating the personal qualities dimension means effective leadership requires leaders to draw upon their values, strengths, and abilities to deliver high standards of service. To be successful in this dimension, leaders must demonstrate effectiveness in developing self-awareness, managing themselves, developing their skills and knowledge continuously, and acting with integrity. Each of the dimensions again comprised of different sub-categories and leaders' effectiveness is measured from their performance of these sub-categories.

Furthermore**,** the National Center for Education Evaluation and Regional Assistance (NCEERA) developed various criteria to measure leadership effectiveness in educational settings. These domains include strategic/cultural leadership, systems leadership, leadership for learning, and professional and community leadership (NCEERA, 2014). Besides, several institutions and scholars tried to measure leadership effectiveness from their conceptualization of the issue. Researchers (e.g., Goldring & Greenfield, 2002; Wanger, 2013; Yukl, 1994) view leadership effectiveness in academia from different perspectives. For Yukl (1994), leadership effectiveness in academia needs to be measured by the success of the organization in performing asks and accomplishing goals and in relating to the attitudes of others. On the other hand, according to Goldring & Greenfield (2002) leadership in academia is complicated by the dynamic social, economic, and policy contexts in which most colleges and universities operate. As to them to be successful in higher education leadership, leaders must be intuitively cognizant of the unique factors that characterize most campus environments. For Wanger (2013), leadership effectiveness in higher education can be seen from three major perspectives: formulating a vision, influencing employees to share a vision, and motivating followers to work toward the vision.

2.7. Leadership Theories

2.7.1. "Great Man" Theory

Great man theories assume that the leadership capacity is inherent, that great leaders are born, not made. These theories often portray leaders as heroic, mythic, and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership (Amanchukwu, Rose Ngozi, Gloria Jones Stanley, and Nwachukwu Prince Ololube. 2015)

2.7.2. Trait Theory

Similar in some ways to great man theories, the trait theory assumes that people inherit certain qualities or traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership. (Amanchukwu et al, 2015)

2.7.3. Contingency Theories

Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations. Success depends upon several variables, including leadership style, qualities of followers, and situational features (Charry, 2012). A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements (Naylor, 1999). Contingency theory states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation (Lamb, 2013).

2.7.4. Situational Theory

The situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective.

2.7.5. Behavioral Theory

Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders, not on intellectual qualities or internal states. According to the behavioral theory, people can *learn* to become leaders

through training and observation. Naylor (1999) notes that interest in the behavior of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles. It has been observed that groups under these types of leadership perform differently:

♣ Autocratically led groups will work well so long as the leader is present. Group members, however, tend to be unhappy with the leadership style and express hostility.

♣ Democratically led groups do nearly as well as the autocratic group. Group members have more positive feelings, however, and no hostility. Most importantly, the efforts of group members continue even when the leader is absent. (Amanchukwu et al. 2015)

2.7.6. Participative Theory

Participative leadership theories suggest that the ideal leadership style takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).

2.7.7. Transactional/Management Theory

Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance, and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). Managerial or transactional theories are often likened to the concept and practice of *management* and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

2.7.8. Relationship/Transformational Theory

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a

person engages with others and can "create a connection" that results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013).

2.9. School Leadership Development in Ethiopia

In the history of the Ethiopian education system, the principalship traces its origin to the introduction of Christianity in the ruling era of King Ezana of the Aksumite kingdom; around the fourth century. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006), the history of principalship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after the Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt, and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and preparatory schools of different provinces of Ethiopia during the 1930‟ s and1940‟ s. During this time, the principalship positions were given to the Indians, because of their experience in the principalship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006), this new chapter of the principalship began with a supervising principal. Such a person was in charge not only for a single school but also for the educational system of the community where the school was located. The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002).

However, in the first, few decades of the 1960‟ s graduates of BA degrees in pedagogy were directly assigned to preparatory schools. On the other hand, career structure promotion

advertisements which were issued from 1973 – 1976 showed that preparatory school principals were those who held the first degree, preferably in the educational administration (EdAd) field. In addition to these teachers who had experience as unit leaders or department heads were candidates for the principalship. Currently, the job description, issued by MOE in 1989 indicated that preparatory school principals should have a first degree in school administration and supervision including sufficient work experience.

2.9. Students' Academic Achievement

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

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

2.10. Leadership and Students Academic Achievement

A principal's leadership is critical to the achievement of students (Murphy, 1998). Huff, Lake, and Schaalman (1982) investigated the relationship between a principal's leadership traits and student achievement. Their findings support the hypothesis that principals in high performing schools have different attributes than their counterparts in low-performing schools. For example, they found that in high performing schools, principals have stronger

affective traits and cognitive analytical skills. They also found high performing principals to be more focused and involved with change. Beare et al. (1989) found that outstanding leadership has habitually emerged as a key characteristic of outstanding schools. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes (Davis, 1998). A study by Andrew and Soder (1987) reported the behaviors of instructional leaders impacted the performance of student achievement, especially low achieving students. Their findings showed that, as perceived by teachers, achievement scores in reading and mathematics showed significant gains in schools with strong instructional leaders compared to schools with weak instructional leaders. Moreover, the findings of researches in the field of school effectiveness revealed the relationship between organization, leadership, culture, and student performance. For example, Edmonds (1979) claimed that strong leadership is one factor of school effectiveness, and this result was supported by Teddlie and Stringfield (2006). There is attention concerning the links between leadership and student performance and outcomes (Robinson, Lloyd, and Rowe, 2008).

2.11. Empirical Literature Review

In this section different authors' and researchers' ideas and recommendations regarding the related topic of leadership effectiveness and students' academic performance had been analyzed and presented, as the main aim of this study is to assess leadership effectiveness and students' academic performance of Jimma zone preparatory schools. The quality of education in schools depends on the nature of leadership provided by the school principal, his/her ability to control, direct and guide teachers and students (Huber, 2002). Research conducted by Samsiah Binti Si-Rajab, Prof. Madya., Dr. Khalip bin Musa (2019) implied that Instructional leadership plays an important role and should be adopted by the principals and teachers of National Religious Secondary School to increase School Achievement.

Muasya (2018) conducted a study on the influence of instructional leadership practices on academic performance. He found that all four instructional leadership practices are strongly associated with academic performance. A study of School Leadership Effectiveness and Students' Academic Achievement in Secondary Schools of Guraghe Zone SNNPR conducted by Etecha and Shiriye (2021) shows that there is a positive and significant relationship between Leadership effectiveness and students' academic achievement. Other Study showed that the relationship between principal's leadership effectiveness and student academic

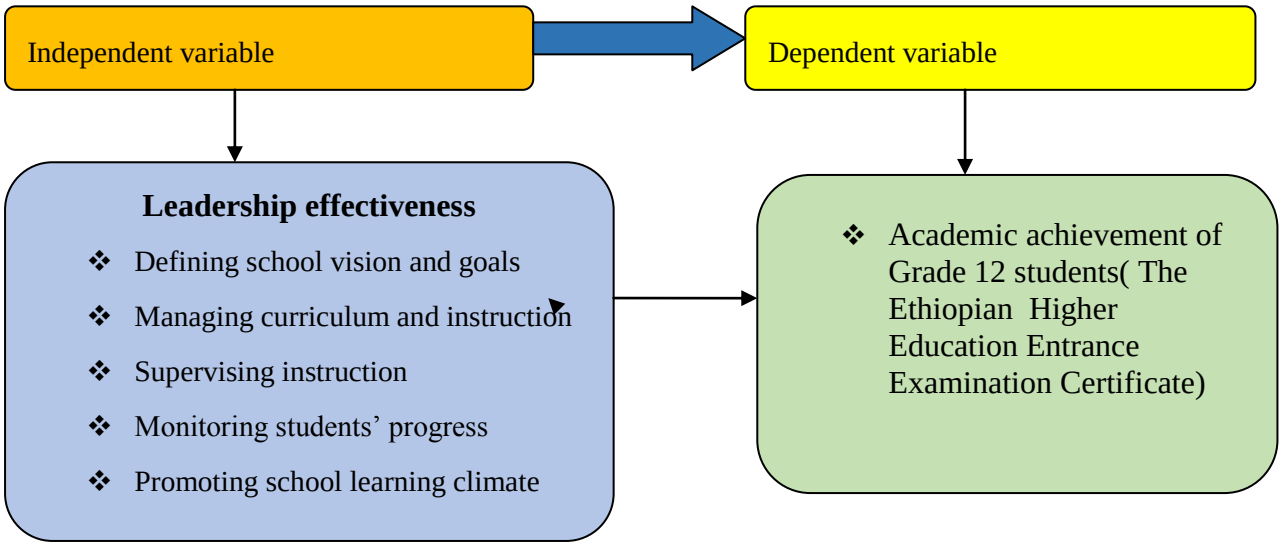
achievement was positively correlated with low significance (Addisu, 2018). On the contrary, Dessalegn, Bekalu and Frew (2015) revealed in their study that there was no significant correlation between a school principal's leadership effectiveness and students' academic achievement.

Benjamin (2020) studied the Influence of principals' instructional leadership practices on students' academic performance in public secondary schools in Makueni county, Kenya. His finding revealed that a high correlation coefficient (r) of 0.6 that implied that principals in public secondary schools applied effective instructional supervision practices that enhanced students' academic performance.

Teshale(2014) conducted a study on School leadership effectiveness on students' academic achievement with descriptive survey research design and quantitative and qualitative research methods show that there is an insignificant school leadership role played as an instructional leader for students' academic achievement. Mulugeta (2015) studied the role of school principal as instructional leader: the case of Shambu primary school. The finding of his study disclosed that principal needs to engage in many activities as instructional leader to improve the teaching and learning.

2.12. Conceptual Framework

Figure 2. 1: The Conceptual Frame Work of leadership effectiveness and School Performance



Adapted from Model of (Krug, 1992)

The above figure explains that the relationship among two variables (leadership effectiveness and students' academic achievement). The dependent variable students' academic achievement is about grade 12 students' academic achievement. While the independent variable (leader effectiveness) comprises the leadership dimensions namely defining school mission and vision, managing curriculum and instruction, supervising instruction, monitoring students' promoting positive school climate which are used by the school principals to achieve students' academic performance. The reason that initiates the researchers to conduct this study was to see school leaders' role in improving students' academic achievement in preparatory schools of Jimma zone.

2.13.Summary of the Chapter

In the presentation of this chapter the review of the literature relating to leadership effectiveness and school performance was discussed. In this review, the researcher traced the concept of leadership, the concept of effectiveness, leadership effectiveness, characteristics of effective leadership, elements of effective leadership, and measuring leadership effectiveness. Leadership theories, school leadership development in Ethiopia, school performance, empirical literature and conceptual framework were also presented. This chapter also focused on the models of school performance, and school performance indicators in terms of input, process and educational output, and leadership school performance.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to assess the relationship between leadership effectiveness and school performance of preparatory schools in Jimma zone. Under this chapter, the research design, research method, source of data, sample size and sampling technique, data gathering instrument, data analysis procedures, validity and reliability checks, data collection procedure, method of data analysis and ethical considerations were stated hereunder.

3.1. The Research Design

A correlational research design was employed for this study because such study type describes measures of association and prediction between two variables. According to Acock (2009), correlational design is research intent to know the correlation between independent and dependent variables. This study was focused on assessing the relationship between leadership effectiveness and school performance in the selected preparatory school of Jimma Zone.

In correlational research, researchers investigate the possible relationship among variables without trying to influence those variables (Creswell, 2012). Thus, correlational research allows for the analysis of multiple variables in one study, and it also indicates the degree of relationship among variables. This is, therefore, a very practical design for this study as leadership effectiveness would be looked and the degree of relationship was an area of interest.

3.2. Research Methods

A research method is a style of conducting research work that is determined by the nature of the Problem (Singh, 2006). Thus, in this study, the researcher used both quantitative and qualitative methods as the leading method which emphasized leadership effectiveness and students' academic performance that would be better understand by collecting both quantitative and qualitative data. The researcher employed both quantitative and qualitative methods with more emphasis on quantitative methods as the leading method through close-ended questions and qualitative to support the quantitative data.

The fundamental assumptions of this form of inquiry are that combining both quantitative and qualitative methods together provide a better understanding of the research problem than either type by itself (Creswell 2014, Creswell & Plano Clark, 2011). Accordingly,

quantitative aspect was more emphasized in the study Furthermore, employing both quantitative and qualitative methods together is preferable because using both method enables the researcher to validate and confirm the data and discover something that would have been missed in using either of one method. For this reason, the researcher employed quantitative and qualitative method for the study; he was interested in collecting and analyzing both quantitative and qualitative data to come up with a more reliable result.

3.3. Sources of Data

In this study, both primary and secondary data sources were used to obtain relevant information about school leadership effectiveness and school performance under the study area.

3.3.1. Primary Data Sources

Primary data sources were employed to obtain adequate and reliable evidence about leadership effectiveness. The primary sources of data were samples of preparatory school principals, vice-principals, and teachers who have direct and indirect involvement in leadership roles.

Primary data sources, which are considered to be more accurate, are prepared by individuals who are participants in or direct witnesses to the events that are being described (Fraenkel et al, 2008).

3.3.2. Secondary Data Source

The secondary sources were included as sources of data in this study. These include document analysis or records of Grade 12 University entrance result of 2010-2012 E.C. In addition to this, other relevant document of the schools such as annual plan; that state the vision, mission, and goals prepared were assessed. The data from these sources were reviewed to know whether the support given for the subjects of the study in the schools is on the regular basis or not.

3.4. Sample Size and Sampling Techniques

From the 20 preparatory schools in the zone, 5 of them were two and less than two years old to give grade 12 national examination; so that it would be too early to speak about effectiveness of the schools, especially in terms of student achievement as measured by national test scores. That is, only those schools in which schools gave three or more years

were considered to be the population from which the sample was taken. This reduced the number of schools to be studied to 15.

Therefore, schools in which principals have been newly appointed or transferred from another school were excluded from being sampled. That is, only schools whose principals have served for at least three years in the same school (during 2010 - 2012 E.C.) were sampled. Similarly, immediate vice-principals with less than 3 years of stay in those schools were excluded from the sample; which means from 11 vice-principals from the sampled schools, only 5 of them were involved in this research since the effectiveness of school leaders is partly rated by them. This was so assumed because, judging a principal to be effective or non-effective in less than three years of stay in the same school may not be reasonable. The minimum years of stay of a principal in the same school for effectiveness was reported by Louis and associates as follows.

> Principals and the people who hire and replace them need to be aware that school improvement does not happen overnight. A rule of thumb is that a principal should be in place for about five to seven years in order to have a beneficial impact on a school. In fact, the average length of a principal's stay in 80 schools studied by the Minnesota-Toronto researchers was 3.6 years. They further found that higher turnover was associated with lower student performance on reading and math achievement tests, apparently because turnover takes a toll on the overall climate of the school. Schools experiencing exceptionally rapid principal turnover, for example, are often reported to suffer from lack of shared purpose, cynicism among staff about principal commitment, and an inability to maintain a school-improvement focus long enough to actually accomplish any meaningful change (Louis, et al 2010).

Similarly, teachers with less than 2 years of stay in those schools were excluded from the sample, since the effectiveness of principals is partly rated by them. A teacher who is less familiar with a principal may not provide sufficient evidence about the effectiveness of the principal. In addition, all grade 12 students whose names are on University Entrance Examination results list and have grades for all of the seven subjects were included in the sample. This helped the researcher to get the exact data of the students.

The researcher conducted the research after identifying the achievement level of school; by categorizing middle achievers and low achievers. The maximum average pass rate of schools in three years of Jimma zone preparatory schools is 68.81 whereas the minimum pass rate of

schools in three years was 29.94. Next, the researcher selected 8 (53.3) schools using purposive sampling from both middle achiever and low achiever schools. Serbo, Asendabo, Agaro,

Limmu Genet from medium achiever preparatory schools and Yebu, Alga, Bege and Atnago from low achiever preparatory schools were selected. According to Frankel and Wallen (2000), purposive sampling is a type of non-probability sampling, which is characterized by the use of judgment and deliberate effort to obtain representative samples by including typical areas or groups in the sample. The researcher has obtained this information about the schools from the Zonal Education Office.

In order to determine the sample size of teachers, the researcher used the formula of finite (known population) the population for the target of real experiment used above 30% (Yemane, 1967). n=N/1+N (e) 2 Where n=sample size, N=population size, e=sampling error (0.05). So, the researcher had taken this 53.4% by the formula in this way. N=385, e=0.05 and n=? n=N/1+N (e) 2, where N is total population, = the level of precision (0.05) is important to calculate the sample size. This shows n=385/1.96 where n is 196. The % is 50.9%. Therefore, 196 (50.9%) respondents were selected from the total population of 385 teachers who are working in sampled preparatory schools of Jimma zone by using the n= N/ 1+N (e) 2 formula.

There was a total of 5461 grade 12 students from 2010-2012 E.C. (whose names were on the University Entrance Examination list in the sample schools); all of the students who sat University Entrance Examination for three consecutive years was analyzed.

Since the number of teachers varied hugely within some schools, disproportionate allocation of samples was planned for schools, in order to avoid the selection of diminished (and non-representative) samples for smaller schools. Once the allocation of sample teachers was made, a simple random sampling (lottery) method was used to select teachers, from their respective schools. Table 1 below shows the distribution of the sample in relation to their respective population for each of the 8 schools.

The total population and amount of the sample are described in table 3.1 below.

Table 3. 1: Summary of Population and Sample Size

schools	principals	Vice principals	teachers	sample teachers	
	N	N	N	n	%
L/genet	1	2	48	25	52.1
Agaro	1	2	91	42	46.2
Bege	1	1	31	17	54.8
Asendabo	1	1	29	16	55.2
Atnago	1	1	33	19	57.6
Alga	1	1	32	18	56.3
Serbo	1	2	94	44	46.8
Yebu	1	1	27	15	55.6
Total	8	11	385	196	50.9

3.5. Data Gathering Instruments

For this study, data collection instruments were questionnaires, interviews, and document analysis in the samples selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed (Siedman, 1991), questionnaires and interviews proved to be appropriate instruments for data collection.

3.5.1. Questionnaires

A questionnaire is a favorable tool that provides an effective way of collecting data in a structured and manageable form (Wilkinson & Birmingham, 2003). Moreover, a questionnaire can be very detailed covering many subjects or issues; can help gather views and opinions from many respondents; can be easily and quickly analyzed once complete (Wilkinson & Birmingham, 2003). The items of the questionnaires are dominated by closed accompanied by some open-ended type.

Kerlinger (2000) observed that the questionnaire is widely used for collecting data in educational research because; it is very effective for securing factual information about practices and conditions of which the respondents are presumed to have knowledge. It was used as a data-gathering tool because it enables the researcher to collect information from a

large size of respondents within a manageable time and provides a wide range of coverage of data with minimum cost. The questionnaires were set for teachers.

The researcher was used adopted and self-administered questionnaires (closed-ended) to gather data for leadership effectiveness variables. They were adopted from Hallinger's Principals' Instructional Leadership Management Rating Scale (PIMRS). The questionnaires have two parts. The first part of the questionnaire described the respondents' background information, which would include: Sex, age, level of education, field of specialization and work experience. The second part incorporated both closed and open-ended question items. The second part incorporated closed-ended question items. The closed-ended items were prepared by using Likert

scales and the value of the scale was between one and five.

3.5.2. Interview

The interviews aimed to investigate and acquire a clear understanding of leadership effectiveness and school performance. According to Drew, Hardman, and Hart (1996), the advantage of the interview techniques is that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation. The interview was employed for school principals, vice principals. For this investigation, semi-structured interview questions were prepared and developed to utilize information. The rationale for using semi structured interview as an additional tool used to gather further information that cross checks the dependability of data obtained via questionnaire.

3.5.3. Document Analysis

Document analysis is one of the data collections tools that use to validate or identify the consistency of questionnaires' responses with the respondents that were included in the study. To examine the overall performance of the organization, the researcher was reviewed documented information's to seek data like the annual plan and students' assessment result. According to Abiy Zegeye, Alemayehu Worku, Daniel Tefera, Melese Getu and Yilma Silashi (2009) document analysis can give an expert understanding of the available data, and also it is cheap.

3.6. 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 instrument. To ensure the validity of instruments, the instruments were developed under the close guidance of the advisors, and

also a pilot study were carried out in Jiren secondary School which was not included in the sample of the study. It was administered to selected respondents of 20 teachers. The pilot test provides an advanced opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams, Khan, Raeside, & White, 2007).

The pilot test was conducted to test the validity and reliability of the content. It was done with objective of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. Before conducting the pilot test, respondents were oriented about the objectives of the pilot study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the distributed questionnaires were returned, some modifications on five items and the complete removal and replacement of 2 unclear questions were made.

To check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input into SPSS version 21 and the average result found from both teachers' respondents was (0.810)

Table 3. 2: Reliability Test Results with Cronbach's Alpha

No	***Variables***	***No of items***	***Cronbach Alpha***
1	Defining and Communicating School Mission	8	0.798
2	Managing Curriculum and Instruction	6	0.799
3	Supervising Instruction	8	0.785
4	Monitoring Students' Progress	5	0.829
5	Promoting the School Learning Climate	6	0.845
6	Major challenges that hinder the school leaders to contribute to students' academic achievement	9	0.802
Average Reliability result			0.810

As stated by George and Mallery (2003), the Cronbach's alpha result >0.9 is excellent, 0.9 is very good, 0.8 good 0.7-0.8 is acceptable, 0.5-0.6 is questionable, <0.5 is poor. Moreover, Drost (2004), if the result of Cronbach's coefficient alpha is 0.7(70%) and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept. Therefore, the calculated Cronbach's alpha coefficient of all items was applicable.

3.7. Data Collection Procedures

For the sake of convenience, a supportive letter would be sought from the teaching institution's department (Jimma University). The supporting letter had given to the concerned body, after which permission was granted to carry out the study.

After the necessary corrections were made from the pilot study, the final questionnaires were duplicated and distributed with the necessary orientation by the researcher to be filled out by respondents. Respondents were given sufficient time to complete the questionnaires and return them to the researcher himself. Data from completed surveys were entered into SPSS version 21. Then interviews with school principals and vice-principals were conducted in such a manner that the interviewees visited and were briefed on the objectives of the study. At the same time as document analysis were carried out, the data collections through all the instruments were done by the researcher.

3.8. Methods of Data Analysis

This data was analyzed by using both descriptive and inferential statistics. Thus, the level of leadership effectiveness among the sampled schools was analyzed through descriptive statistics (mean and standard deviation) and ANOVA. Descriptive statistics (percentage) and ANOVA were used to show the level of academic achievement between schools. To identify the relationship between leadership effectiveness and academic achievement Pearson correlation was used. Challenges that affect leadership effectiveness were analyzed through descriptive statistics (mean and standard deviation). Multiple linear regression was also used to show the Prediction or effects of independent variables towards dependent variable. The data gathered through open-ended questions and interviews and document analysis were analyzed qualitatively through descriptive narration.

All the data obtained through interviews, questionnaires and student achievement records as well as the recording, organizing and analysis for the study was done by the researcher. The student achievement data was obtained in softcopy format. Next, the data gathered through the questionnaire were analyzed by using descriptive statistics such as mean and standard deviation. Similarly, the student grade score results were analyzed by percentage. The qualitative data obtained through interviews was thematically analyzed to supplement the quantitative analysis about the leadership effectiveness of principals.

Finally, ANOVA was used to see leadership effectiveness differences of principals and students' achievement differences across sample schools. Pearson Correlation analysis was

used to see the relationship between leadership effectiveness and students' academic achievement. It was also used to see the level of relationship between dimensions of leadership effectiveness and student academic achievement. Multiple regression analysis was used to find out the independent variable (leadership effectiveness) to predict the outcome variable (school performance). Multiple regression analysis was given a more detailed analysis as it enables the examination of the prediction of each dimension of leadership effectiveness on school performance. It also allowed the researcher to determine the combined impact of the variables (Gay, Mills, & Airasian, 2006). It is performed to evaluate the independent variables' abilities to predict the outcome variables (Morrison, 2009).

The data which were collected from semi-structured interviews, open-ended questions of the questionnaire, document analysis, and observation were analyzed and interpreted qualitatively. The result of open-ended questions and document analysis was also summarized and organized by related category. This was analyzed and reported through the narrative description.

3.9. Ethical consideration

The researcher was carefully collected the data by avoiding careless error and negligence. Series steps of research activities were done. During data collection time, the researcher was polite and initiated participants at the interview time for the sake of the study and assured all participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical consideration related to their studies. Therefore, the researcher created good communication with preparatory Schools legally and smoothly. The purposes of the study were clear and understandable for all voluntary agreements without harming and threatening personal and institutional wellbeing. The identities of the respondents were kept confidential.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction to Data Presentation

This chapter deals with the analysis, presentation, and interpretation of the data gathered from the respondents through questionnaires, interviews, and document analysis. The objective of this study was to explore leadership effectiveness and school performance in Jimma zone preparatory schools. Data analysis was performed using SPSS version 21. Quantitative data were analyzed using descriptive and inferential statistics.

The questionnaire was distributed for a total of 196 respondents. From a total of 196 questionnaire distributed, 186 (94.9%) were returned and 10 were not returned. The decreases in the number of the questionnaires were due to the following reasons: 7 (5.71%) respondents did not return questionnaires; 3 (1.53%) respondents refused to fill in questionnaires.

The questionnaire data was analyzed by using descriptive statistics, (mean scores and standard deviation), Pearson Product Moment Correlation, ANOVA and Regression. A total of 32 items under each category of six main variables were used to rate effectiveness on five-point rating scales of Very low to Very high (i.e., Very low=1, Low=2, Moderate =3 High=4 and very high =5),considering as interval scale.

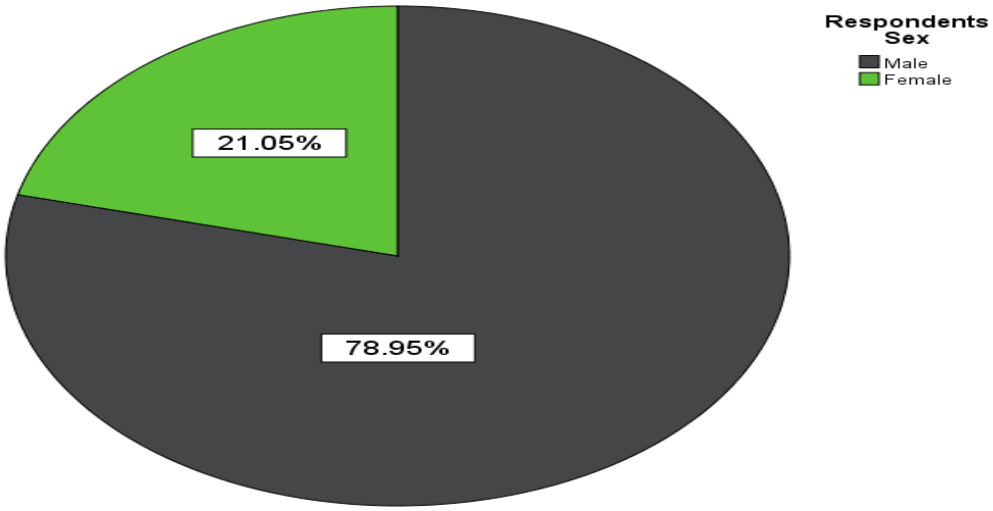
Moreover 13 (100%) school leaders were also interviewed. Therefore, the analysis and the interpretation made in this chapter were based on the response of 186 teachers. Additionally, the results of an interview administered with 13 school leaders were also used in the analysis of the data in this chapter. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation data in line with the basic research questions of the study.

4.2. Demographic Characteristics of Respondents

4.2.1 Characteristics of the sampled school principals

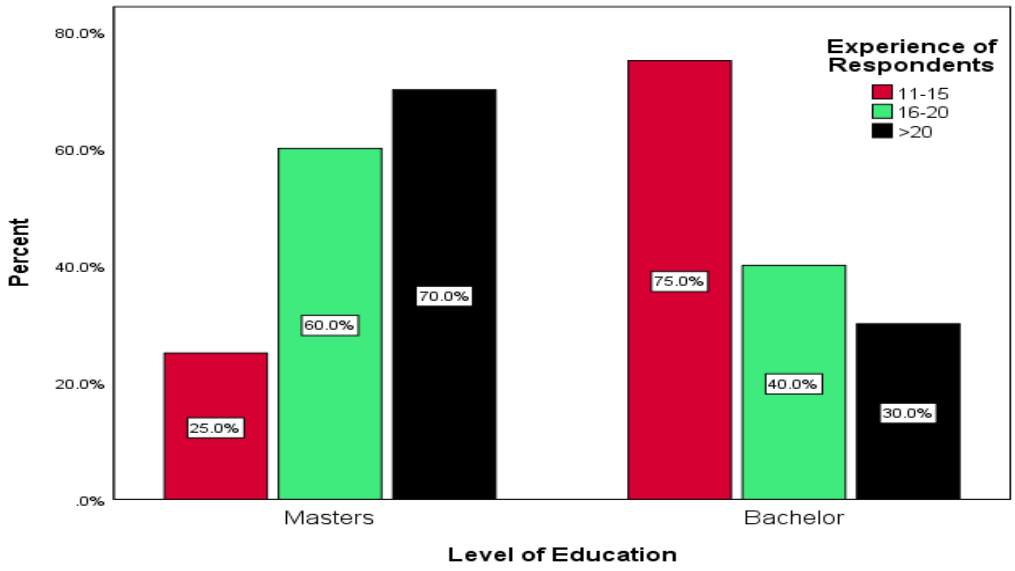
This part provides some basic background information pertaining to sample population that helps to know the characteristics of the school leaders in terms of sex, age, level of education, their work experience and field of specialization using charts and tables.

Figure 4. 1: Pie-chart representation of the sex of school leaders



From Figure 4.1 it is clear that large number of the school leader's means 78.95% were males and the other 21.05% were females. This implied that more chance of leading the schools was not given for female teachers in Jimma zone preparatory schools.

Figure 4. 2: Multiple bar-chart of level of education and Experience of the school leaders



From the above chart, we can understand that 75% of the school leaders were those who have a bachelor degree (first degree) have experience of 11 to 15 years, 40% of them have an experience from 16 to 20 years, 30% of them have experience of greater than 20 years. From the school leaders, those who have a master's degree 70% of them have experience of more than 20 years, 60% of them have experience between 16 to 20 years, and 25% of them have an experience between 11 to 15 years.

Table 4. 1: Characteristics of the School Leaders' Respondents

		No.	Percent (%)
Field of specialization	Edpm	6	46.1
	natural	3	23.1
	social	4	30.8
	Total	13	100
Age	31-35	2	15.4
	36-40	4	30.8
	41-45	5	38.4
	>46	2	15.4
	Total	13	100

In table 4.1 the leader's information regarding their field of specialization and age is presented. It is possible to understand that a large number of 46.1% of the leaders were from the EDPM field of specialization, 23.1% of them were from natural and whereas 30.8% were from the social field of specialization. In addition, the age of the most leaders (38.4%) was 41 to 45 years, 30.8% of the leaders' age was from 36-40, 15.4% of the leaders fell between 31-35 and similarly, 15.4% of the leaders' age were greater than 46 years.

4.2.2 Characteristics of the teacher respondents

The general background information like sex, age, level of education, the field of specialization, and year of experience of the teacher respondents were discussed.

Table 4. 2: Characteristics of Respondent Teachers

Variables	**Categories**	**Respondents' information**	
		No.	Percent (%)
Sex	Male	128	68.8
	Female	58	32.2
	Total	186	100
Level of education	MA	44	23.7
	BA	125	67.2
	Others	17	9.1
	Total	186	100
Experience	<5	25	13.4
	10-Jun	44	23.7
	15-Nov	62	33.3
	16-20	35	18.8
	>20	20	10.8
	Total	186	100
Field of specialization	Edpm	19	10.2
	natural	102	54.8
	Others	9	4.8
	social	56	30.1
	Total	186	100
Age	21-25	8	4.3
	26-30	62	33.3
	31-35	44	23.7
	36-40	44	23.7
	41-45	17	9.1
	>46	11	5.9
	Total	186	100

From table 4.2 it is clear that the large number of the teachers that is 68.8% were males, 67.2% of them have a BA degree and only 23.7% have MA degree, and 54.8% of them were from the natural field of specialization. Regarding the experience, most of the sampled teachers or 33.3% of them had a teaching experience between 11 to 15 years and similarly, 33.3% of them were at the youngest age of 26 to 30 years.

4.3. Leadership Effectiveness of Sampled School Principals

4.3.1. The Level of Leadership Effectiveness

The school leaders were rated about their leadership effectiveness by the respective school teachers. The ratings were grouped into five major dimensions of leadership effectiveness

and these ratings were analyzed to determine the level of effectiveness for leaders around building school vision and goals, managing curriculum and instruction, supervising instruction, monitoring students' progress, promoting school learning climate. The statistics were indicated in the following table.

4.3.1.1. The Level of Leadership Effectiveness on Defining and communicating school mission

Teacher respondents were asked to rate the principals' leadership effectiveness in Defining and communicating the school mission. Accordingly, the responses of the teachers were summarized in the following table and discussed below.

Table 4. 3: Defining and communicating school mission

No.	Item	Mean	SD
1	Involve teachers and concerned stakeholders in setting the school mission.	3.61	1.18
2	Develops the school goal focusing on students' academic achievement	3.68	0.98
3	Communicates the school's goal and mission effectively to staff, students and parents.	3.95	0.974
4	Gives teachers a sense of overall purpose	3.73	0.91
5	Facilitates effective communication among staff	3.88	1.03
6	Developing goals that are easily understood and used by teachers in the school	3.63	1.32
7	Use data on student academic performance when developing the school's goals	3.46	1.26
8	Aligning school goals with the national educational statement	3.79	1.01
	Average Mean	3.69	.68

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

Table 4.3 shows the principal's role in defining school's mission and vision. Each item shows relatively moderate scores of mean with a range of 3.46 - 3.95. It can be seen from the above table that communicating of principals the school's goal and mission effectively to the staff, students and parents have the highest mean score of 3.95, while using data on student academic performance when developing the school's goals is rated low with a mean of 3.46. The aggregate mean value of the section was reported as 3.69 (SD= 0.68). This depicts that

the performance of principals in Jimma zone preparatory schools with respect to defining school missions and goals-related roles was found moderate. Therefore, based on these findings, principals in this study have moderately implemented all the roles of explaining school mission, vision and goals as perceived by teachers.

Regarding the interview part, questions were offered to the school leaders to measure the leadership effectiveness of the school leaders; the researcher has raised appropriate questions in parallel to each of the considered independent variables as a measure of the dimensions of leadership effectiveness and the answers of the principals were detailed as follows.

Concerned with defining and communicating the school mission the researcher has raised the question for all the 8 school leaders as to how do they define the goal of their school as well as their opinion of the best way to communicate goals to teachers in order to increase academic performance. As the researcher informed from the leaders of A and B preparatory schools, to define their school mission of a new year they first evaluate the last years' experience to identify their strength as well as their weaknesses of that year. Then, by discussing with all the academic staff they had and depending on that truth they define the revised goal of the year at the beginning of the year before starting the education process. They prefer to involve the school committees and teachers in preparing the school goals. The leaders of these schools said that they commonly communicate the school goals through their speeches in flag-raising ceremonies, school events. As they said rather than enforcing the teachers or the school community regarding the application of the school goals, they choose to motivate them when they do well as well as discuss with them rather than punishing in case they failed to do as the stated rule.

Vice principals of D informed that "the school principal often states the school's missions and visions in his speeches on meetings and other events. Unfortunately, the teachers may not be concerned with the school missions and visions. The visions and missions are specified in the school profile. The truth is the school mission and vision are not fully socialized to the teachers."

So, the comparison of the grand mean (leadership effectiveness) rating ($\bar{X}$ = 3.69, SD = 0.68) in Table 4.3 and the interview responses of principals and vice-principals indicate that the majority of school leaders were believed to have been moderately effective in defining and communicating school mission and goal. But there is a lack of uniformity as school

leadership was perceived by a teacher. A vice-principal in C School reported that if goals are well informed and communicated with the concerned body, the school will move in the same directions. Unfortunately, if the school leaders and teachers do not move in the same direction, students will not get determined benefits from school, and this condition will result in declining in student achievement growth.

Vice-principal of other preparatory schools said, "Honestly speaking, we do not involve school committees in formulating the school goal, but we use some teachers' representatives when we prepare. After the preparation we tell to teachers, school committees and students in different school events about the school mission and vision."

From the leaders' answer, we understood that in most of the preparatory schools there was a communication of the school mission with the school community especially students through discussion at the beginning of the year, even though not much in involving stakeholders in the formulation of school goals and missions. Almost all the schools disseminate and convey the school missions in every opportunity like in flag-raising ceremonies, class to class, banners in the school and other events. The visions and missions are made clear in such a way that they can be easily understood by all school elements; even if it is not the same in all preparatory schools.

According to (Hallinger, P. and Murphy, J. 1985) one of the instructional leadership functions is formulating and defining a clear mission, goals, objectives and setting together with the staff members and communicating to stakeholders to realize effective teaching and learning.

The participation of the concerned stakeholders in the process of framing the vision and mission of the school can encourage a sense of ownership. In contrast, if the school leaders do not participate the concerned stakeholders in the process of preparation of the school's vision and mission the stakeholders direct their attention to different directions, which may lead to poor academic achievement. School leaders significantly impact learning by developing and articulating school goals and school vision (Robinson et al., 2008).

In general, the teachers' perception and interview responses of principals and vice principals show that the majority of school leaders were believed to have been moderately effective in defining and communicating school mission and vision. This finding is similar to the study carried out by (Etecha and Shireye 2021) confirmed that the extent of the principal's leadership effectiveness in setting clear school vision and raising students' academic achievements in all the sampled secondary schools of Guraghe zonal was moderate.

On the contrary, this finding contradicts the research findings of Solomon and D/r Solomon (2019) that was done in Sidama zone of SNNPR. Their findings revealed that the performance of school leaders with respect to defining school missions and goals-related roles was found low.

According to Kristin (2012) in a study in the USA on student achievement who established that the principal had the key role in explaining the vision and mission of the school to stakeholders such as teachers, students and parents for exclusivity and ownership of schools' goals which enhance better performance in examinations. Mohamad (2013) established that principals had a paramount role in involving all stakeholders in goal setting such as teachers and students in school programs, drawing a school work plan, display school vision and mission which encourage team spirit for better performance. Krug (1992) suggested "operating without a clear sense of mission is like beginning a journey without having a destination in mind" to show the importance of school mission and vision for the success of the leader and the school. This shows that defining school mission and vision and involving stakeholders is very essential to the school Principals because an effective school leader needs to have high skill and capability to direct the school towards achieving the school vision and students' academic achievement

4.3.1.2. The Level of Leadership Effectiveness on Managing Curriculum and Instruction

Table 4. 4 : Managing Curriculum and Instruction

No.	Item	Mean	SD
1	Discuss academic performance results with the departments to identify curricular strengths and weaknesses	3.68	.98
2	Meet individually with teachers to discuss student progress	3.95	.97
3	Participate actively in review of curricular materials	3.73	.91
4	Actively work to ensure highest academic achievement of students	3.88	1.04
5	Assists teachers in developing instructional materials	3.63	1.32
6	guides teachers to improve the quality and effectiveness of teaching	3.29	1.04
Average Mean		3.69	.72

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

Regarding managing curriculum and instruction, the findings revealed that teachers' perceptions of managing curriculum and instruction were moderately rated with a mean of 3.69 and SD= .72. As shown in the above table, meeting individually with teachers to discuss student progress and actively work to ensure the highest academic achievement of students rated higher than other items with the mean of 3.95, SD=.97, and mean 3.88, SD=1.04 respectively.

While guiding teachers to improve the quality and effectiveness of teaching rated lower than others with rating mean of 3.29 and SD= 1.04 respectively. As the average mean score of the statements showed, the respondents on the above issue rated in the moderate level. Based on the results, it can be inferred that the principals of Jimma zone preparatory schools need to exert their effort to improve the system of managing curriculum and instruction in the schools.

School leaders were asked if they involve teachers in managing the curriculum in the classroom to ensure that it is in line with the curricular objectives set, principal of G preparatory school responded "teaching and learning can be affected by curriculum and instruction. We understand that involving teachers in curriculum and instructional matters is very important. Even if we are interested to do this, teachers are not willing to participate; because there is conflict in the school with the school principal". The researcher asked the respondent why they could not try to resolve these kinds of conflicts. The vice-principal responded that as they tried their best to make peace between the teachers and the principal, they fail. He also revealed that because one individual, a senior teacher who can help the school not only in managing the curriculum and instruction but also in many aspects, is not willing to do so, this makes him feel bad about the school principal. He also revealed that it was better if school principals involve teachers in managing curriculum and instruction by resolving conflicts between themselves and teachers for the accomplishment of the school goal.

In the rest schools, the school leaders gave a similar response as they involve teachers in designing the curriculum for the school; because it makes them feel important and motivated to work hard when they are made part of the work. Without one school all schools have a similar idea about managing curriculum and instruction.

In general, the current study revealed that Jimma zone preparatory school leaders were believed to have been moderately effective in managing curriculum and instruction. The current finding is consistent with (Etecha and Shireye 2021). According to Etecha and Shireye (2021), school principal effectiveness in managing curriculum and instruction in the

secondary school of Guraghe zone was rated as moderately effective. Similarly, Kenesa (2019) conducted a study in Jimma zone secondary schools and discovered that managing curriculum and instruction was moderately practiced in the sampled schools. On the other hand, this finding is contradicted with a study that examines instructional leadership practices in the primary schools of siltie zone by Zeynee and D/r Demissie (2019). They concluded that managing the instructional program in the primary schools of Silte zone was also not well-practiced.

As Mulugeta (2015), managing curriculum implementation and instructional program is a collaborative effort of principals, deputy principals and the head of the department. Mostly deputy Principal and head of departments-monitor teaching-learning activities by checking teachers' lesson plans, discussing with students and teachers. According to Kiptum (2018), to improve learning and students' achievement; the focus should be on the development of qualified and experienced teachers with strong instructional leadership support from their respective school's principals. So that the principals in Jimma zone preparatory schools need to exert their effort to improve managing curriculum and instructional program in the schools and give high consideration to involve experienced teachers and themselves in this system.

4.3.1.3. The Level of Leadership Effectiveness on Supervising Instruction

Table 4. 5: Supervising Instruction

No.	Item	Mean	SD
1	Makes classroom visits for the purpose of improving instructional improvement	4.07	.89
2	Encourage internal supervision to increase the teaching learning process	3.86	1.01
3	Inspire students learning through continuous advice and follow up to enhance their academic achievement	3.82	1.09
4	Encourages teachers to use different instructional methods	3.84	1.05
5	Uses teaching staff meetings to discuss curricular and instructional issues	3.69	1.23
6	Discuss with help needed teachers after classroom visit to discuss the problems and plan improvement together	3.94	1.08
7	Make regular supervisory activities on teaching and learning	4.05	.93
8	Encourage teachers to use teaching aids	3.47	1.19
	Average Mean	3.79	.66

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

The findings regarding teachers' perceptions of supervising instruction of school leaders are reported in Table 4.5 above. As indicated in the above table, the analysis of the Supervising instruction scales the difference in the comparison of means for the preparatory school principals was found to be 3.79 and SD= .66. The teachers reported a high mean score overall for each item of supervising instruction. Making classroom visits to improve instructional improvement and make regular supervisory activities on teaching and learning responded at ahigh level. Whereas, encouraging teachers to use teaching aids was moderate. The rest six items were highly responded by teacher respondents. This result suggests that school principals were practicing this dimension at the expected level to increase students' academic achievement. According to Hallinger (2005), school-based supervision is crucial in determining what and how teaching and learning goes on in schools. This means that if this trend continues, the academic achievement of students in the Zone would be improved.

With regard to the question raised for all the school leaders about how they supervise instruction, the interviews revealed that the instructional process needs to be closely supervised and evaluated. According to most of the school leaders' respondents, managing, monitoring, supervising and evaluating the curriculum and instructional programs are held by vice-principals and department heads. Most of the time, the academic vice principal, and department heads make classroom supervision and check teachers' weekly lesson plans.

Vice principals of F preparatory school mentioned that "as much as we can, we supervise classes. We observe teachers teaching in the classrooms and if there are problems or other limitations, we call teachers for discussion and give solutions". Generally, from their response regarding supervision of the instructions, almost all the school leaders were following similar techniques.

One of the principal's roles as an instructional leader is evaluating instruction by conducting formal observation in the classroom regularly and ensuring that classroom objectives of teachers are consistent with the stated goals of the school (Yunas, M. and Iqbal, M. 2013). However, the real evidence showed, the management and monitoring curriculum and instructional programs were mostly lefts to vice-principal and department heads. According to leaders of some preparatory and department heads. As interviewees view, the supervision and evaluation were usually not to give continuous support to teachers and evaluate students' improvement. This show that the school leaders gave more attention for performance evaluation which served for administrative purposes rather than a developmental evaluation that allows teachers to develop their professional growth and students' learning improvement.

From the above, one can conclude that leadership effectiveness on supervising instruction in Jimma zone preparatory schools was at a high level. This finding was similar to Alemayehu (2019). According to Alemayehu (2019), school principal effectiveness in supervising instruction in the secondary school of Buno Bedele zone was highly practiced. On the contrary, Mulugeta (2015) found that the principals gave less consideration for extra-curricular activities, frequent supervision and supporting teachers and students that enable teachers to develop their professional growth and students' learning progress.

4.3.1.4. The Level of Leadership Effectiveness on Monitoring Students' Progress

Table 4. 6 : Monitoring Students' Progress

No.	Item	Mean	SD
1	Meets individually with teachers to discuss on students' academic progress	3.87	1.07
2	Inform students of school's academic progress	3.94	.98
3	Evaluating the ongoing achievements of students learning	3.77	1.14
4	Discussing academic performance results with the departments to identify curricular strengths and weaknesses	3.55	1.09
5	Provide facilities for administering and scoring tests	3.38	1.13
	Average Mean	3.64	.80

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

With regard to monitoring students' progress, the findings show that teachers' perceptions of monitoring students' progress were moderately rated with a mean of 3.64 and SD= .80. As indicated in the previous table, providing facilities for administering and scoring tests rated lower than other items with the mean of 3.38, SD=1.13, while informing students about school's academic progress rated better than others with a rating mean of 3.94 and SD= .98 respectively. As the average mean score of the statements indicated, the respondents on the above issue rated in the moderate standard. Moderate responses in these particular items suggest that the principals in Jimma zone preparatory schools need to practice these items more frequently. Questions about how do they monitor student progress, and account for its progress towards school goals were asked. In response to this question, one school principal said that evaluation plays a vital role in monitoring students' progress. Each classroom teacher prepares the report of their classroom evaluation. The report will then be extended to the departments; then extended to the academic Vice-Principal. Depending on the evaluation

reports of the teachers, the vice-principal can identify which students are making progress and those who have academic problems. This method will help the school leaders to identify problems concerning students' academic progress and can show the direction or the way to improve these problems. At the end of each semester, the students who perform well would be motivated by providing rewards for their good performance. This kind of report performance measure is used to assess progress toward the school goals.

Similar to the above expression L/Genet preparatory school principal responded in his interview, **"**Assessment is the very essential and backbone for the progress of academic performance of students. Most of the time formal assessments are done by department heads. Honestly speaking, this kind of assessment contributes a lot to teachers' and students' performance. Monitoring student's progress via assessment that was held by departments really has a great contribution in identifying well-performing and low performing students and teachers."

In general, school principals of Jimma zone were practicing monitoring students' progress at a moderate level. This implies, school principals of the zone are expected to do more on monitoring students' progress to increase students' academic achievement. On the contrary, this finding is contradicting to the finding of other studies that resulted in the lowest mean of this element practiced among school principals (Kenesa, 2019). Kenesa (2019) found in his study of instructional leadership roles of school principals in secondary schools of Ilubabor zone that school principals of the zone were not effectively practicing monitoring students' progress.

In monitoring students" progress, Hallinger (2011) states that headteachers should discuss student progress in individual meetings, identify curricular strengths and weaknesses that affect the academic performance of students, use tests and other performance measures to assess progress toward school goals. School principals as instructional leaders along with teachers become engaged in monitoring learners' progress closely and frequently by means of evaluating tests and examinations (Mulugeta, 2015). Besides, school principals also use classroom teachers for monitoring students' progress. Supporting this idea, Tedla (2012) found that using the results the principal provides support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

4.3.1.5. The Level of Leadership Effectiveness on Promoting the School Learning Climate

Table 4. 7: Promoting the School Learning Climate

		Mean	SD
1	Facilitates opportunities for staff to learn from each other.	3.56	1.21
2	Principal promotes professional development at school level	3.22	1.32
3	Creating conducive environment in the school	3.43	1.19
4	Use different recognition or reward systems for greater achievement of students	3.47	1.2
5	provide adequate school facilities that enable to facilitate the teaching learning process	3.52	1.1
6	create suitable Classrooms for student learning	2.58	1.21
	Average Mean	3.25	.82

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

The above table depicts the principals' role in promoting the school learning climate. All the 5 items in this dimension show that principals in this study have moderately promoted a conducive teaching and learning climate indicated by a moderate mean score between 3.22 – 3.56, however creating suitable classrooms for student learning rated low with the mean of 2.58. Items show that the role "facilitating opportunities for staff to learn from each other." has the better mean score of 3.56, while "creating suitable classrooms for student learning" rated low by teacher respondents. Overall, all 6 items relating to the principal role in promoting the school learning climate are moderately implemented. This shows school principals need to practice these particular activities frequently in order to improve conducive teaching and learning climate in the school.

For the question of the role of school leaders to promote the school learning climate, the following answers are given. In view of one respondent from E preparatory school, "making a good climate in the school helps the teachers, students, working staffs and school community in general easy their work. Maintaining a positive school climate is a key for good teaching and learning; that is why I am trying my best to ensure a positive school climate in my school. Where there is more positive school learning climate, there would be better performance of student's academic achievement."

Other school principals reported that according to the real situation of our school, we give recognitions for well-performed students and teachers once a year. This may contribute to our teachers and students for better work. It was not enough to give recognition to better-performed teachers and students once a year; it will be better if we make it once in a semester to motivate others. The major point to make school climate positive is making the school a place where all people would like to be. For example, we tried to facilitate necessary materials for teaching and learning, made the school compound attractive, prepared recreation places for our teachers and students.

The principals interviewed confirmed that a positive school climate was essential for one school to run as one educational organization. It is more important than all other leadership dimensions with regard to ensuring students' success or improving student academic performance. Study participants also indicated that it is difficult to succeed in other tasks and responsibilities if there is no good school climate in the school. According to Hallinger and Murphy (1985) dealing with norms and attitudes of teachers and students that impact learning in the school are functions of IL that promote a positive school learning climate.

To sum up, from the teachers' response and school principals' interview we can conclude that promoting school climate was moderately practiced in Jimma zone preparatory schools. This finding is contradicted with other findings. The study of Kemal (2016) revealed that Promoting school climate in secondary schools of Assosa zone was practiced at a lower level or below the expected average in Assosa Zone. Other findings also showed that the principals in Sidama zone were not executing their role of implementation and promotion of positive school climate as expected (Solomon and D/r Solomon, 2019). There is a strong belief among educationists that principals can improve the teaching and learning environment by creating conditions conducive to improved curriculum management (Kiat, Tan, Heng, & Lim-Ratnam, 2017; Early, 2013; Yu, 2009). If this was in place teachers were initiated to bring more efforts to improve students' academic achievement.

4.3.1.6. Major challenges that hinder the school leaders to contribute to students' academic achievement

Table 4. 8: Major challenges that hinder the school leaders to contribute to students' academic achievement

No	Item	Mean	SD
1	Insufficient availability of Educational Resource (financial and material)	3.01	0.9
2	Focusing on cross-cutting activities of principals	2.91	1.32
3	The large size of the school community (staff and teachers)	2.67	1.05
4	Lack of regular supervisory support from the concerned education officials	3	1.35
5	Lack of knowledge on curriculum and instruction process of the principals	3.09	0.91
6	Lack of experience to manage and mobilize the school community and activities towards shared goal	2.55	1.26
7	Heavy workload on school leaders to lead instructional leadership	2.4	1.15
8	Lack of good communication with the staff	2.88	0.92
9	Lack of adequate training towards school leadership and management	2.28	0.88
	Average	2.70	0.61

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

As depicted in the above table the results of mean raking of major challenges that affect principals as perceived by teachers indicated were lack of knowledge on curriculum and instruction process of the principals (mean=3.09, SD=.91), insufficient availability of the educational resource (financial and material) (mean=3.01, SD=.90) and Lack of regular supervisory support from the concerned education officials (mean=3.00, SD=1.35) were major challenges identified by teachers that affect leadership effectiveness. On the other hand, Lack of adequate training towards school leadership and management (mean=2.28, SD=.88) heavy workload on school leaders to lead instructional leadership (mean=2.40, SD=1.15) and lack of experience to manage and mobilize the school community and activities towards a shared goal (mean=2.55, SD=1.26), were the least challenges identified by teachers which affect effectiveness in Jimma zone preparatory schools. The result suggests that both principals and teachers are verifying that lack of instructional materials, insufficient

utilization of available instructional materials, and poor communication with superintendents were major challenges affecting principals' instructional leadership practices.

With regard to the question of the major challenges that hinder them to contribute to students' academic achievement most of the school leaders raised similar ideas. According to their response, Covid 19 is the major problem that would be the major reason for the decline of students' academic result of 2012 E.C. As it was observed from document analysis the aggregate students pass rate of sampled schools in 2012 E.C. was 33.22%. Concerning this, they revealed that students are away from school for a long time for the purpose of the covid 19 pandemic. Teaching and learning were already stopped and online teaching was taken place; even if it was not fruitful according to our context. Moreover, because of the pandemic, the University Entrance examination schedule was extended for a long time. Students were bored studying and they took the examination after a long break from school. They have stressed the extending of examination schedule as a very serious factor that affected students' results. Other problems that were raised from school leaders were the lack of teachers. Because of lack of teachers, there are some subjects that were not their portions are not covered in the given time. Additionally, most of the respondents agreed that the low capacity of teachers, lack of teachers, lack of supervisory support from the woreda education office, scarcity of instructional materials were some challenges that faced the schools.

In general, the above challenges moderately affect the school leadership effectiveness of Jimma zone preparatory schools with the mean= 2.70 and SD=.61. This finding is similar to another finding derived by Daniel (2018), in which he examined the school leadership practices of principals of secondary schools in the area of Kembata Tembaro Zone (SNNPR). The study finding revealed that poor competence of principals, lack of training and experience sharing programs, poor school-community relationship, role diversity, lack of appropriate supervisory support, and scarcity of educational resources hinder principals' effectiveness. Similarly, another local research indicated that the lack of availability of educational resources (financial, material and human resources) in the school is a highly affecting factor of leadership effectiveness of Jimma Zone school principals (Teshale, 2014). Supporting this idea, Fekadu (2009), revealed that principals were challenged by internal challenges such as lack of cooperation of teachers, shortage of instructional resources, lack of principals' experiences in the principalship, and heavy workload, and external challenges like interference in principals' decision-making process by superintendents, and lack of technical support from the superintendent in performing instructional leadership practices.

Table 4. 9: Mean Score of Leadership Effectiveness of leaders by Sample Schools (leaders rated by the 186 school teachers)

School	Mean Effectiveness of Principals about Six Variables											
	Defining		Managing curriculum		Supervising		Monitoring		Promoting		**Grand Mean**	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
L/genet	4.02	0.48	3.94	0.58	3.94	0.5	3.8	0.88	3.48	0.57	3.81	0.26
Agaro	3.63	0.67	3.72	0.68	3.75	0.65	3.7	0.78	3.12	0.85	3.38	0.49
Bege	3.38	0.81	3.25	0.79	3.53	0.79	3.39	0.79	2.89	0.85	3.14	0.54
Asendabo	4.11	0.33	3.75	0.8	3.95	0.66	3.41	0.77	3.49	0.8	3.51	0.46
Atnago	4.17	0.35	4.17	0.51	4.11	0.63	3.8	0.72	3.79	0.57	3.76	0.4
Alga	3.81	0.68	3.89	0.72	4.01	0.67	3.75	0.81	3.67	0.63	3.59	0.41
Serbo	3.54	0.63	3.65	0.72	3.63	0.63	3.62	0.83	3.07	0.85	3.4	0.44
Yebu	2.87	0.63	3.22	0.59	3.93	0.47	3.56	0.9	2.98	0.76	3.33	0.34
Total	3.69	0.68	3.69	0.72	3.79	0.66	3.64	0.8	3.25	0.82	3.46	0.47

Note: the leader is low effective for < 2.5, moderately effective for 2.5 ≤ 3.75 and highly effective for >3.75

According to table 4.9, preparatory school leaders of Jimma Zone were in general found out to be moderately effective (Mean=3.46, SD=.47). The leaders of the A and D preparatory schools are found to be more effective than the others by scoring (mean =3.81 and Sd=0.26 and mean = 3.76, SD = 0.40) while the leader of C preparatory school found rated slightly less than the rest (mean=3.14, SD=0.54) than the other school leaders. But the variation between the school leaders is not that much large.

In the level of leadership effectiveness dimension, supervising instruction was better performed than other dimensions (mean = 3.79, SD = 0.66). This indicates that supervising instruction at the schools' level is running almost uniformly in all schools even if there was a minimum variation between them. Overall, the grand mean of principals' leadership effectiveness (mean= 3.46, SD = 0.47) shows that sample teachers perceived their principals in those sample schools to have been moderately effective.

4.3.2 Leadership Effectiveness Differences among the sample schools

To check the existence of differences in leadership effectiveness among the sample schools' principals, ANOVA was used. ANOVA is used to compare the means of leadership effectiveness samples and to test whether the differences between the means are statistically significant. The next table below showed this.

Table 4. 10: ANOVA for Leadership Effectiveness of the sampled school leaders

ANOVA					
Leadership Effectiveness					
	Sum of Squares	Df	Mean Square	F	**Sig.**
Between Groups	5.639	7	.806	4.096	**.000**
Within Groups	35.008	178	.197		
Total	**40.647**	**185**			

From the ANOVA table result, we can conclude that there is high significant leadership effectiveness difference among the leaders of the considered sample preparatory schools in Jimma zone. This finding is similar with the findings of (Addisu, 2018 and Dessalegn, Bekalu and Frew, 2016) that found there is a high significant difference between the leadership effectiveness of the sample school principals

Table 4. 11: Post Hoc Test for Leadership Effectiveness of Principals

School	***L/genet***	***Agaro***	***Bege***	***Asendabo***	***Atnago***	***Alga***	***Serbo***	***Yebu***
L/Genet	-							
Agaro	.001*	-						
Bege	.000*	0.00*	-					
Asendabo	.003*	1.000	0.00*	-				
Atnago	.995	0.00*	0.00*	0.00*	-	-		
Alga	.000*	0.00*	0.00*	0.00*	0.00*	-		
Serbo	.000*	.301	0.00*	.377	0.00*	.175	-	
Yebu	.000*	0.00*	.994	.995	.032*	.165	0.00*	-

** Difference in leadership effectiveness is significant at 5% significance level*

The above Post Hoc Test result shows that there was a highly significant leadership effectiveness difference between school leaders of Bege and Yebu with others, Limmu Genet and Atnago with other school leaders, Serbo, Agaro, and Asendabo with others, as well as Alga Serbo and Yebu with others. Other schools did not have a statistically significant leadership effectiveness difference. The current finding was supported by Addisu (2018) that found the leadership effectiveness of principals was a highly significant difference between sampled schools of schools.

Table 4. 12: Homogeneous Subsets for Principal Leadership Effectiveness

Leadership Effectiveness					
Tukey HSD[a,b]					
School name	N	Subset for alpha = 0.05			
		1	2	3	4
Alga	14	2.3557			
Serbo	50	2.7602	2.7602		
Agaro	43		3.0592		
Asendabo	16		3.1495		
Bege	17			3.9330	
Yebu	11			4.1202	
L/genet	23				4.7736
Atnago	12				4.9625
Sig.		**.539**	**.589**	**.987**	**.986**

Table 4.12 shows that the schools under homogeneous subset 4 mean Limmu Genet and Atnago had high significant difference regarding the effectiveness of leaders with other schools than the school's subset 1, subset 2, and subset 3. As it was shown in the above table, the leadership effectiveness of the school leaders in Jimma zone was listed under four subsets depending on their average values. Accordingly, there was no significant difference between the school leaders of Alga and Serbo since they are under subset 1. But there is a significant difference in leadership effectiveness between the school leaders of Alga and all the other school leaders. The school leader of Serbo is significantly different from the school leaders of Bege, Yebu, Limmu Genet and Agaro concerned to lead the school effectively. Since the school leaders of Serbo, Agaro, and Asendabo preparatory schools were under subset 2, there was no significant difference between them regarding effectively leading the schools. But, each of the school leaders of Agaro and Asendabo has a significant difference with the school leaders of Bege, Yebu, Limmu Genet, and Atnago preparatory schools concerned to lead the school effectively. Bege and Yebu school leaders did not have a difference on effectively

leading the school since both were under the same subset. But, both of them have a significant difference from all the other school leaders regarding leading the schools effectively. Similarly, as the school leaders of Limmu Genet and Agaro preparatory schools were in the same subset, there was no significant difference in leadership effectiveness between the two, whereas there is a significant difference for both of them in effectively leading the schools compared with all the other school leaders. This finding was supported by Addisu (2018) who found that there were highly significant differences between sampled schools.

4.4. Students' academic achievement and Differences

4.4.1. Students' academic achievement by Sample Schools

In this section, the researcher has considered the consecutive three years entrance exam result of the students for each of the sampled schools. The summary information percentage of pass rate of the entrance exam results of the sampled students' academic achievement is given in the following table 4.13. ***Table 4. 13: Students' academic achievement by Sample Schools from (2010- 2012E.C, N=5641***

No	Woreda	school	2010			2011			2012			Total		
			Sat	Passed	%	Sat	Passed	%	Sat	Passed	%	Sat	Passed	%
1	Agaro	Agaro	693	313	45.2	170	142	83.5	371	227	61.2	1234	682	55.267
2	N/Benja	Alga	174	132	75.9	118	47	39.8	414	36	8.7	706	215	30.453
3	O/Nada	Asendabo	90	72	80	74	69	93.2	327	113	34.6	491	254	51.731
4	L/Seka	Atnago	41	24	58.5	50	30	60	138	33	23.9	229	87	37.991
5	Ch/Botor	Bege	96	27	28.1	29	8	27.6	32	12	37.5	157	47	29.936
6	L/ossa	L/Genet	206	165	80.1	177	168	94.9	457	245	53.6	840	578	68.81
7	Kersa	Serbo	215	189	87.9	155	118	76.1	374	159	42.5	744	466	62.634
8	Mana	Yebu	292	214	73.3	325	202	62.2	443	24	5.42	1060	440	41.509
Total			1807	1136	62.87	1098	784	71.4	2556	849	33.22	5461	2769	50.705

Note: *The schools were high achievers if the percent passed in three years was > 50 and low achievers if percent was < 50.*

As it was obtained in (Table 4.13), among the sampled preparatory schools who gave grade 12 University entrance examinations in 2010 E.C, 2011E.C. and 2012E.C respectively, the highest percentage of schools that was recorded were Serbo (87.9%), L/Genet (94.9%) and again L/Genet (53.6%) respectively. When the recorded of students, each of the sampled schools was considered in each year (2010 E.C.), there were only two preparatory schools namely Agaro and Bege preparatory schools passed under 50% of students, the rest six preparatory schools have passed above 50% of students. In 2011 E.C. also there were six preparatory schools that passed above 50% of students out of students who sat for the university entrance examination. While two schools: Alga and Bege preparatory schools under 50% of students to university. On contrary, in the third year of the academic year (2012E.C) only two preparatory schools namely Agaro and L/Genet passed above 50% of students to the university, whereas the rest six preparatory schools passed under 50% of students.

Moreover, 62.9%, 71.4% and 33.2% of students joined the university in 2010 E.C., 2011 E.C. and 2012E.C respectively. This shows from the three consecutive years, 2012 academic year was a year that a few students passed to university. This implies that the preparatory schools in Jimma Zone were approximately moderate achievers. But when the individual schools were considered, Limmu Genet, Serbo, Agaro, and Asendabo were higher achiever schools in order from top to down respectively. The others like Alga, Atnago, Yebu, and Bege preparatory schools were lower achievers from the sample.

Generally, the aggregate result of students shows that 50.705 of students passed to university in the three consecutive years. This data revealed that Jimma zone preparatory students' academic achievement was moderate. The document analyzed in the sample schools shows the result of students on the national examinations was moderate especially promotion of students from grade 12 to university was not satisfactory in the year of 2012 E.C.in the sampled preparatory schools of the study area. This implies that the students' achievement was rated as moderate.

4.4.2. Students' entrance exam result Differences among Sample Schools

Table 4. 14: ANOVA for Sample Student academic achievement of Sample Schools

ANOVA					
Student Academic Achievement					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	42.079	7	6.011	1111.976	.000
Within Groups	.962	178	.005		
Total	43.041	185			

From the ANOVA table, we can conclude that there was a significant difference (F=1111.976, p-value = 0.00) among the sampled schools depending on the students' academic achievement which is the entrance exam result of the sampled students for each of the schools. The current finding is supported by (Dessalegn, Bekalu and Frew, 2016 and Addisu, 2018) that found the GPAs of sample students have a significant mean difference between the schools. To identify which schools were the reason for the difference in the students' academic achievement statistically we can test it using post hoc tests such as Turkey's HD. ***Table 4. 15: Post hoc test for students' academic achievement across the sampled schools***

Schools	***L/Genet***	***Agaro***	***Bege***	***Asendabo***	***Atnago***	***Alga***	***Serbo***	***Yebu***
L/Genet		-0.053	-.91049*	-.20229*	-1.73427*	-.77124*	-.0938*	-.65447*
Agaro	0.053		-.85748*	-.14929*	-1.68127*	-.71824*	-0.04078	-.60147*
Bege	.91049*	.85748*		.70819*	-.82379*	.13924*	.81670*	.25601*
Asendabo	.20229*	.14929*	-.70819*		-1.53198*	-.56895*	.10851*	-.45218*
Atnago	1.73427*	1.68127*	.82379*	1.53198*		.96303*	1.6405*	1.07980*
Alga	.77124*	.71824*	-.13924*	.56895*	-.96303*		.67746*	.11677*
Serbo	.09378*	0.04078	-.81670*	-.10851*	-1.64049*	-.67746*		-.56069*
Yebu	.65447*	.60147*	-.25601*	.45218*	-1.07980*	-.11677*	**.**56069*****	

* The mean difference is significant at 5% level of significance

According to the results in table 4.15, there is a statistically significant students' academic mean difference among the schools of Limmu genet versus all others except with Agaro, Agaro versus others except with Serbo. This implied that only the students' academic

achievement means the difference between the schools of Limmu Genet with Agaro, and Agaro with Serbo was not statistically different because their p-value was greater than 0.05. The highest difference in the same table was observed between Alga and Atnago whereas, the lowest was observed between Agaro and Serbo schools. This finding is supported by the finding of (Dessalegn, Bekalu and Frew, 2016 and Addisu, 2018) that found the students 'CGPA among sample schools was a highly significant difference between the most of sampled schools.4.5. Relationship between Leadership Effectiveness and Students' academic achievement

4.5.1. Pearson Correlation between Students' academic achievement and Leadership Effectiveness Dimensions

Table 4. 16: Inter Pearson Correlation Matrix for Leadership Effectiveness and students 'academic achievement

Correlations								
		GPA	**D**	**Ma**	**S**	**Mo**	**P**	**GM**
GPA	P Correlation	1	.10*	.15*	.51*	0	.39*	0.731**
D	P Correlation	.10*	1	.421**	.351**	0.019	.423**	.098*
Ma	P Correlation	.15*	.421**	1	.603**	.416**	.742**	.173*
S	P Correlation	.51*	.351**	.603**	1	.686**	.511**	.264**
Mo	P Correlation	0	0.019	.416**	.686**	1	.232**	.178*
P	P Correlation	.39*	.423**	.742**	.511**	.232**	1	.156*
GM	P Correlation	0.731**	.098*	.173*	.264**	.178*	.156*	1
	N	186	186	186	186	186	186	186

****. Correlation is significant at the 0.01 level (2-tailed).**
***. Correlation is significant at the 0.05 level (2-tailed).**

Note: GPA= students' academic achievement, D= Defining and communicating the school mission, Ma= Managing curriculum, S= supervising instructions, Mo= Monitoring the students' progress, P = Promoting the school learning climate, GM= (Grand Mean)

One of the core objectives of the current study was to identify the degree of association between leadership effectiveness and students' academic achievement in Jimma zone preparatory schools. To determine the influence of leadership effectiveness on students' academic performance, a correlation test was done. Correlation is a measure of the relationship or association between two continuous numeric variables (Orodho, 2009). It indicates both the direction and degree to which they relate with one another from case to case without implying that one is causing the other. Correlation analysis results give a correlation coefficient which measures the linear association between two variables (Crossman, 2012).

According to Cohen (1988) interpretation guideline which states that coefficient size r= (± 0.10 to ± 0.29) is positively/negatively interpreted as weak correlation, coefficient size r= (± 0.30 to ± 0.49) is positively /negatively interpreted as moderate correlation and coefficient size r= (±0.50 to ±1.0) is positively/negatively interpreted as strong correlation. In this study, Pearson's correlation was done to determine the relationship between leadership effectiveness and students' academic achievement.

The results from the above table indicates that there is strong and positive relationship between leadership effectiveness and students' academic achievement ($r=0.731$, $p<0.01$). The results indicate that there is a strong and positive correlation between leadership effectiveness and student academic achievement. This implies that school leaders' role has a statistically significant influence upon students' academic achievement as perceived by teachers. This means that an increase in performance of school principals led to enhancement on the students' academic achievement in preparatory schools. In other words, when leadership dimensions are well managed students' academic achievement is highly improved.

The findings of the current study were related with Solomon and D/r Solomon (2019), Etecha and Shiriye (2021), Tesfaye (2019), Alemayehu (2019), Benjamin (2015) and (Salkind, 2000) who found that principals' instructional roles had a positive moderate relation to students' academic achievement. Hallinger, (2003) reported that leadership role is essential in improving school management and raising standards of education. On the contrary, this finding is also contradicted by Dessalegn, Bekalu and Frew (2016) which found that there was no significant correlation between a school principal's leadership effectiveness and students' academic achievement.

The above matrix revealed that defining school mission and vision is slightly correlated with students' academic achievement (r=.10, p=0.05). The finding of the current study is differ from Muasya (2018) who found that there is a strong and highly significant association between defining the school mission and students' academic performance among public secondary schools in Machakos county, Kenya. These results imply that the clearer the school leader makes the school goals to the concerned persons, the better the performance of students' academic achievement. This implies that as the level of defining school mission and vision increases or decreases, students' academic achievement also increases or decreases. Supporting this idea, Hallinger (2011) and Stewart, (2006) also identified defining school mission as one best instructional leadership practice of school leaders.

Similarly, coefficient of correlation was computed for managing curriculum and the result indicated that there is positive correlation between managing curriculum and students' academic achievement (r=.15, P=0.05). This also reveals that fluctuation in managing curriculum slightly leads to fluctuation of students' academic achievement. This finding is similar with Tesfaye (2019) that found managing curriculum is moderately correlated with students' academic achievement.

Moreover, supervising instruction had positively and moderately correlated with students' academic achievement (r=.51, P<0.05). This variability in supervising instruction leads to variability to students' academic achievement in the same direction. This result is also consistent with the findings by other researches which showed that supervising instruction has a very strong positive relationship between principals' instructional supervision practices on KCSE performance in Kenya (Benjamin, 2015 and Muasya 2018). This implied that school principals should have to make continuous and effective instructional supervision to increase students' academic performance.

Promoting positive school climate has positively and moderately correlated with students' academic achievement (r=.39, p=0.05). The findings of this study confirm the finding of Trees (2016), that most successful institutional administrators place a lot of emphasis on human resource frame: promoting positive learning climate. The study established that promoting a positive working climate makes a more significant contribution to students' academic performance. This is further supported by Muasya (2018), that there is a strong and highly significant association between promoting a positive school learning climate and KCSE examination performance among public secondary schools in Machakos, Kenya.

These results imply that as the principals are effectively involved in promoting a positive school climate, the higher was the students' performance in Jimma zone preparatory schools and vice versa. Moreover, monitoring students' progress has no correlation with students' academic achievement.

Generally, data from the quantitative aspect revealed that overall leadership effectiveness showed a strong correlation with grade 12 university entrance examination results ($r=0.731$, $p<0.01$). This study contradicted the study of Addisu (2018) which showed that leadership effectiveness has a positively low significant correlation with Student GPAs. Besides that, this finding is also contradicted by Dessalegn, Bekalu and Frew (2016) which found that there was no significant correlation between a school principal's leadership effectiveness and students' academic achievement. It may reflect that there is an actual relationship and one affects the other in the same direction. The result of the current study also indicates that leadership effectiveness is positively and significantly correlated with students' academic achievement which reveals that the effectiveness of school leaders is related to the academic achievement of students. That means if school leaders are effective, then students' academic achievement will increase and vice versa. This implies that the low level of students' academic achievement is attributed to the low level of leaders' effectiveness in the study site.

4.5.2. Multiple Linear Regression Analysis

4.5.2.1. Tests on Individual Regression Coefficient

Table 4. 17: The Prediction or effects of independent variables towards dependent variable

Model Summary [b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731[a]	.535	.519	.39485
a. Predictors: (Constant), Defining and communicating the school mission, managing curriculum, supervising instructions, Monitoring the students' progress, Promoting the school learning climate,				
b. Dependent Variable: Student Academic Achievement				

Table 4. 18: Regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.293	5	5.059	32.447	.000[b]
	Residual	21.983	141	.156		
	Total	47.276	146			
a. Dependent Variable: Students' academic achievement						
b. Predictors: (Constant), Defining and communicating the school mission, managing curriculum, supervising instructions, Monitoring the students' progress, Promoting the school learning climate,						

From tables 4.17 and 4.18, it is apparent that the regression model was significant using 'between the independent variable and dependent variable. When evaluating the model summary, in which all dimensions of leadership were added to is successful in predicting students' academic achievement, the model summary has been assessed. The R square is an important measure that indicates how much of the variance in the dependent variable is accounted for by the different predictors in the model.

The adjusted R square indicates how well the model can be generalized in the population (Fields, 2009). The R square in the data analysis is 0.535, which means that 53.5% of the variance in students' academic achievement at the University Entrance Examination is explained by the combination of independent variables.

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

4.5.2.1. Result Of Multiple Linear Regression

The fifth objective of this study is to examine which leadership dimension has more effect on students' academic achievement on Ethiopian University Entrance Examination Certificate (Grade 12 EUEEC). Multiple linear regression analysis was used to determine the independent effects of each of the leadership dimension variables on student academic achievement. The results are shown in Table 4.19 below.

Table 4. 19: Multiple Regression Analysis for leadership effectiveness Variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	257	0.09		29.85	.000*	239.8	273.6
	Supervising instructions	0.213	0.06	0.304	3.499	.001*	0.092	0.333
	Promoting the school learning climate	0.170	0.06	0.244	2.836	.005*	0.052	0.289
	Managing curriculum	0.119	0.06	0.19	2.12	.036*	0.008	0.231
	Defining and communicating the school mission	0.143	0.04	0.249	3.313	.001*	0.058	0.229
	Monitoring students' progress	0.98	0.05	0.151	2.123	0.076	0.007	0.19

*Indicates significance at 5% level of significance (sig. < 0.05)

The above multiple regression analysis was found that all (the five) leadership variables had an overall positive effect on explaining the variance in students' achievement. The result shows that 53.5% of the variation in student achievement at EUEEC can be explained by the five subscales of the leadership effectiveness indexes combined.

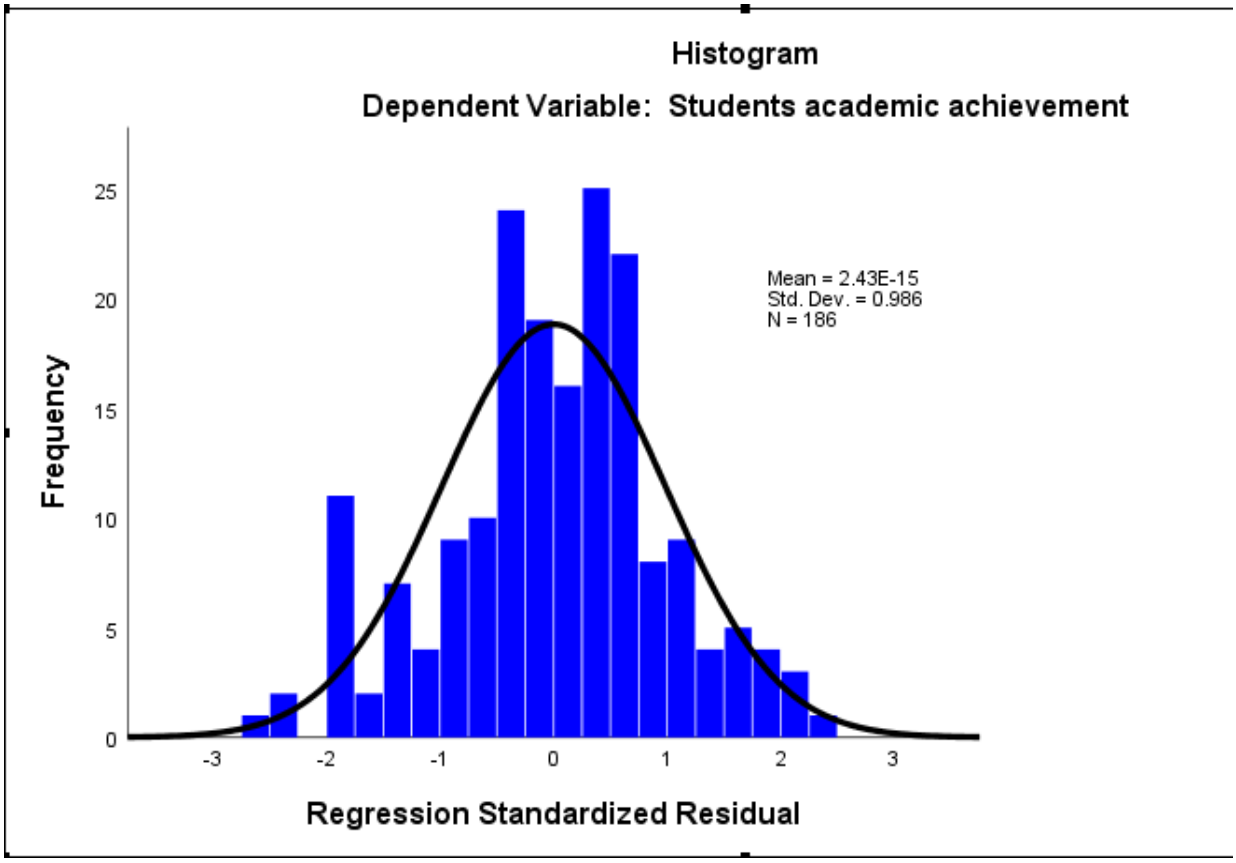
According to the result of the above table (table 4.19), the subscales of leadership dimension show that all the variables had a significant independent effect on student achievement as measured by EUEEC scores. Supervising instructions had the highest effect than the other having (B=.213, β=.304) on students' academic achievement and followed by promoting the school learning climate (B=0.170, β .244), defining and communicating the school mission (B=.143, β=.249), managing curriculum (B=.119, β .190) significantly predict academic achievement respectively. Moreover, monitoring students' progress (B= .098, β=.151) is the least predictor that has a moderate and significant effect on students' academic achievement. The finding of this study was supported by Abeya (2017) who revealed that the four school climate variables had an overall positive effect on explaining the variance in students'

achievement. The result shows that 28% of the variation in student achievement at ESELCE can be explained by the four subscales of the school climate indexes combined. This finding is also likely to be associated with Solomon and D/r Solomon (2019) that found the R Square value indicates that is about 41% of the variance in the value of the students' achievement can be accounted for by the influence of the three independent variables.

Normality test

The normality Test is one of the important diagnostic tests which were conducted in this study. Normality Test has its own normality assumption known as the normally distributed errors. A normal distribution is not skewed and is defined to have a coefficient of kurtosis within a point. A skewness measure is the extent to which a distribution is not symmetric about its mean value and kurtosis measures how far the tails of the distribution are. If the residuals are normally distributed, the histogram should be belled-shaped. The residuals scatter plots allow us to check whether the residuals should be normally distributed about the predicted dependent variable scores. The residual is normally distributed with a mean of zero and a standard deviation of one. The result shown below in a histogram under the figure below describes the residuals seem normally distributed and the residuals are distributed with a mean of 0 and standard deviation of 0.997 which is approximately 1. Thus, the model fulfills the assumption of the normality test.

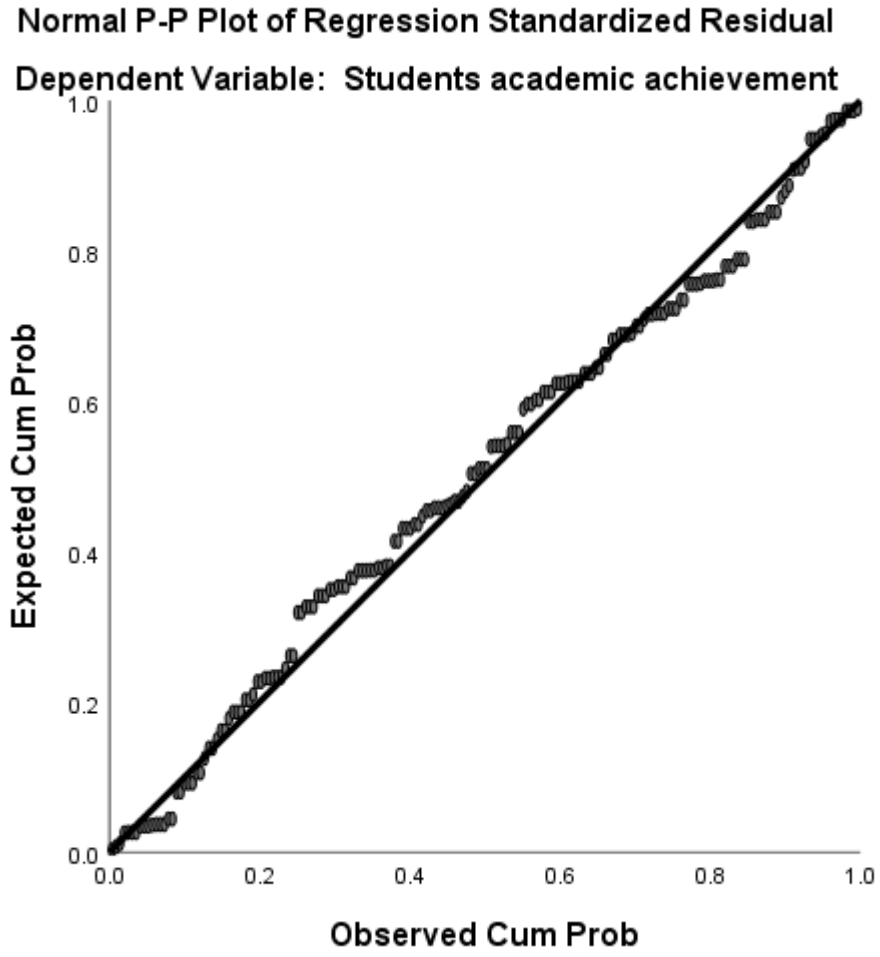
Figure 4. 3: histogram of the residuals



Test of linearity

The other assumption of a linear regression model is linearity which assumes that the residuals should have a straight-line relationship with predicted dependent variable scores. If this assumption is violated, the linear regression would try to fit a line to data that do not follow a straight line. This assumption can be checked from a scatter plot between the response variable, and the predictor which helps us identify the presence of nonlinearity. As we can see from the Normal Probability Plot of regression standardized residual (fig. 4.4), it seems the linear regression was near to fit the data on a straight line which confirmed the existence of linearity. Moreover, in the Normal Probability Plot, it is expected that our points will lie in a reasonably straight diagonal line from the bottom left to the top right which can be confirmed from the Probability plot shown in figure 4.4 below. This would suggest no major deviations from normality.

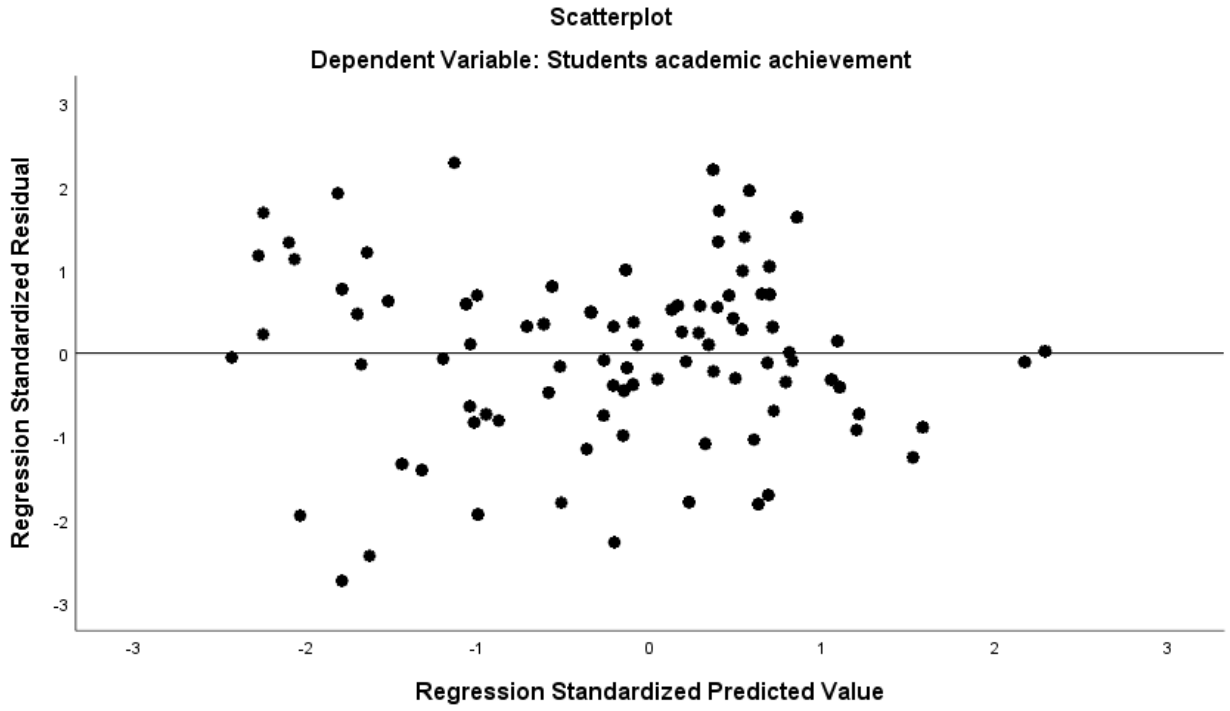
Figure 4. 4: P-P plot of the regression



Heteroscedasticity test

It is another assumption of the linear regression which assumes the variance of the residual to be constant. It can be tested by the plot of the regression standardized predicted residual versus regression standardized residual. So, from the following plot we can conclude that the assumption of the constant variance is satisfied.

Figure 4. 5: : scatter plot of the residuals



So, from the scatter plot shown in figure 5 the distribution of the points was around the horizontal line at which the Y-axis is equal to zero. This implies that the variance of the error terms or the residuals is approximately constant or zero. Therefore, the homoscedasticity assumption is satisfied and using the regression model is the right decision.

4.6. Findings of the Study

The purpose of the study was to investigate the relationship between leadership effectiveness of preparatory school leaders and students' academic achievement in Jimma Zone during 2010-2012 E.C. Therefore, based on the results of the data analysis the modeled questions were answered as followed:

Regarding the question that deals with the level of leadership effectiveness, generally we found it out that the leadership effectiveness of the school principals in Jimma Zone was moderately effective with the average rating scale of mean 3.46 and standard deviation of 0.46. Besides, the principal of Limmu Genet preparatory school was found out to be higher scores (mean= 3.81, SD=.26,) while the principal of Bege preparatory school was a lower mean score (mean=3.14, SD=.54). In supervising instruction, the leadership effectiveness was found to be with higher mean scores (mean=3.79, SD= .66), while a lower mean score was

found in promoting school learning climate (mean= 3.25, SD= .82). The result shows that there is high variation between schools and between effectiveness dimensions

For basic question number two, the three years average pass rate of the student's entrance exam was 50.7%. This implied that preparatory schools in Jimma Zone were moderate achievers depending on the overall percentage of the students that passed the exam. But when the individual schools considered depending on the three years (2010-2012Ec) students score, Limmu Genet, Serbo, Agaro, and Asendabo were higher achiever schools in order from top to down respectively. The others like Alga, Atnago, Yebu, and Bege were lower achiever schools from the sample. For the basic question that asked the relationship between the leadership effectiveness and students' academic achievement, from the correlation analysis the two variables had a significantly strong and positive relationship depending on ($r=0.731$, $p<0.01$).

Regarding the challenges that were hindering the school leaders were Covid 19 pandemic, which was the major problem. Specifically in 2012 E.C. Extending of the examination schedule because of Covid 19 pandemic made a high impact on students' academic achievement. The extending of the examination schedule seriously affected students result in 2012 E.C academic year. Low capacity of teachers, lack of teachers, lack of supervisory support from the woreda education office, scarcity of instructional materials and the others were the major ones in every school in Jimma zone. Additionally, the leaders of the preparatory schools in Jimma zone were not giving attention to the monitoring of the students' progress as it was not significant.

Regarding the basic question number five, the leadership dimension that has more effect on students' academic achievement, supervising instructions had the highest effect than the other having ($B=.213$, $\beta=.304$); while monitoring students' progress ($B= .098$, $\beta=.151$) is the least predictor that has a moderate and significant effect on students' academic achievement.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The goal of the study was to investigate the relationship between leadership effectiveness of preparatory school leaders and students' academic achievement in Jimma Zone through 2010-2012Ec. The outcome of the study might contribute to progress in the practice of leadership effectiveness of school principals. There were 20 preparatory schools in this zone. Five of these schools were excluded from the target population. The exclusion was made because these schools gave University Entrance examination for less than two years. This may cause an error in the evaluation of schools' performance with only two years of students' academic results. Thus, the exclusion reduced the target school population to 15. From 15 preparatory schools of Jimma zone, 8 schools are selected by purposive sampling method. by categorizing 15 preparatory schools into two, middle and lower-level achiever schools; because there were no any of the schools scored high in the three consecutive years University entrance examination on average. According to the MoE pass mark rule, high achiever schools are that passed above 80% out of 100%, middle achiever schools are those passed 50-79% and low achievers are that have passed below 50%. Accordingly, the study is designed to answer the following basic questions:

1. What is the level of leadership effectiveness as measured by leadership dimensions in selected preparatory schools of Jimma Zone?
2. What is the level of students' academic achievement in preparatory schools of Jimma zone?
3. Is there significant relationship between leadership effectiveness and students' academic achievement in preparatory schools of Jimma zone?
4. What are the major impediments that hamper the school leaders to contribute to students' academic achievement in preparatory schools of Jimma Zone?
5. What is the relative effect of each of the leadership dimensions on student academic achievement?

Using a simple random sampling method, 196 out of 385 teachers were randomly selected from 8 purposive sampled schools to fill in the questionnaire (Leithwood & Jantzi, 1999). From these 15 schools, 8 of them were selected by purposive method. Similarly, sample teachers at the school level were selected by lottery method from these schools and 186 (94.8%) out of 196 questionnaires were returned.

The questionnaire prepared for the school leaders contained a total of 42 items, 33 under effectiveness measuring variables and 9 under challenges of leadership effectiveness. These questionnaires were generally categorized into six parts. The 5-Point Likert-type scales (1=Very Low to 5=Very High) were used to rate effectiveness level. Then effectiveness level of 8 school principals and 5 vice principals as perceived by teachers was quantitatively analyzed by using percentages, descriptive statistics, correlations ANOVA and multiple regression analysis.

In this study, the researcher has used both primary and secondary data. The study was performed mainly by using the quantitative information which was collected by using the questionnaires from the randomly selected 186 teacher respondents and the other information was taken as a note using interview method from school leaders. To get reliable information about the same variable leadership effectiveness principals and vice-principals were also interviewed by using a semi-structured interview. The researcher made the modification of items in a way to fit into the six categories in the questionnaire. Thematic analysis of interview responses was also used to validate the evidence found through a questionnaire. In this research total of 199 respondents were participated of which 186 were the teachers and 13 of them were the school leaders of the sampled preparatory schools in Jimma zone. The use of both questionnaires and interview helped to minimize the weakness that would arise from using only one method. In addition, the three years data regarding students' academic achievement was taken from each of the sampled schools.

Disproportionate allocation of samples was planned for schools; because the number of teachers were varied within some schools and helps to avoid the selection of diminished (and non-representative) samples for smaller schools. The purposive sampling method was used to select students from the grade 12 University Entrance exam results list for each of the sampled schools. Taking all the students as a sample helped the researcher to identify the exact average result of each sampled school.

In this study, students' academic achievement was taken, to mean the result of student results as measured by the University Entrance Examination of grade 12 students. Accordingly, the Students University Entrance result was taken by the rules of the Ministry of Education (MoE) that used to measure the achievement level of the students. Moreover, the three consecutive school level result of the pass rate was calculated for all schools.

After obtaining the three years students' academic achievement or the entrance exam result records of each of the sampled schools, in addition, the percentage of the students who passed the exam and joined the higher institutions were determined as well. According to the result from the sampled schools, Limmu Genet, Serbo, Agaro, and Asendabo preparatory schools were considered as medium achievers since more than 50% of their students had passed the exam and joined higher institutions. The data from the questionnaire and student entrance exam record were analyzed quantitatively by using, means, standard deviation, person Correlations, and multiple linear regression as well as ANOVA techniques.

Finally, using the analysis results of the questionnaire and interview, and students' academic achievement results, the following findings were reported by answering the basic questions. Concerning the level of leadership effectiveness basic question, all principals were in general moderately effective (Mean=3.46, SD=.46). In supervising instruction, the leadership effectiveness was found to be with higher mean scores (Mean = 3.79, SD=.66), while a lower mean score was found in promoting positive school climate (Mean = 3.25, SD = .82). Besides, the principal of Limmu Genet Preparatory school was found out to be higher scores (Mean= 3.81, SD=.26, while the principal of Bege Preparatory school was a lower mean score (Mean= 3.14, SD=.54). The result shows there was a variation between schools and between effectiveness dimensions.

From the ANOVA analysis, there was also a statistically high significant difference between leadership effectiveness of the sampled preparatory school principals as we obtained ($F=4.096$, $p = 0.00 < 0.05$) and similarly, there was also a highly significant difference between the academic achievement of the sampled students ($F= 1111.97$, $p = 0.00< 0.05$) of sampled preparatory schools in Jimma zone.

By using the result of the Pearson correlation, there was a significant positive and strong relationship ($r=0.713$, $p<0.01$) between the students' academic achievement and leadership effectiveness. There was a positive and significant relationship between the students' academic achievement and leadership effectiveness dimensions such as defining and communicating the school mission ($r= 0.1$, $p<0.05$), managing the curriculum ($r= 0.15$, $p<0.05$), supervising the instruction ($r=0.51$, $p< 0.05$), and promoting the school learning climate ($r= 0.39$, $p<0.05$).

Regarding the factors affecting leadership effectiveness of school leaders, the study revealed that Covid 19 is the major reason for the decline of students' academic results of 2012 E.C. As it was observed from document analysis the average students pass rate of sampled schools in 2012 E.C. was 33.22%. Moreover, because of the pandemic, the University Entrance examination schedule was extended for a long time. Students were bored studying and they took the examination after a long break from school. The extending of the examination schedule seriously affected students' results in the 2012 E.C academic year. Besides, the low capacity of teachers, lack of teachers, lack of supervisory support from the woreda education office, scarcity of instructional materials are the major challenges that influenced school leadership effectiveness. As far as the analysis of the study is concerned, the general conclusion reached at the end of this study was that there was a gap in the school leadership effectiveness to contribute to students' academic achievement in the preparatory schools of Jimma zone.

Lastly, from the multiple regression analysis as the improvement of leadership effectiveness increases the students' academic achievement increases by ($\beta = 0.535$) or 53.5% times. The assumptions of the regression models like normality, linearity, and homoscedasticity were checked and satisfied.

5.2 Conclusions

The main objective of this study was to investigate the relationship between the leadership effectiveness of the school principals and the students' academic achievement in Jimma zone. Based on the analysis of the data and the major findings of the study, the following were derived in relation to the basic questions of the study.

Regarding the overall level of leadership effectiveness evaluated by teacher respondents, the preparatory school leaders in Jimma zone were moderately effective and as a result, only

approximately fifty percent of their students had joined the higher educations. The overall average mean score obtained from the data for leadership effectiveness was 3.46 for each dimension of the school leadership and entirely was moderate. This indicates the effectiveness was sufficient, but the existence of obstacles limited the performance of school leaders in each sampled preparatory school. There was an association with a significant relationship existed between school leadership effectiveness and students' academic achievement. The greater the leadership effectiveness improvement, the greater the percentage of students who passed the entrance exam.

There was a highly significant difference between the leadership effectiveness of the sampled preparatory school leaders in Jimma zone and similarly, regarding the student's academic achievement or entrance exam score there was also a great significant difference between students. The number of students who promoted grade 12 University entrance examination was half compared to the number of students who took the examination in the indicated years differs from school to school. But this also indicated the existence of various contributing challenges in the sampled preparatory schools. As the study revealed, the correlation of school principals' effectiveness was positive, but the students' result was medium. This showed that there was a variation from one school principal to the other and from the students result from one school to the other school.

Both the leadership effectiveness and the students' academic achievement have a significant relationship which is strong as well as in a positive direction. Therefore, in order to increase the students' academic performance, it is very important to improve the level of the leadership effectiveness of each of the school principals

The study attempted to find the correlate and factors affecting the effectiveness of school leaders. Accordingly, Covid 19 is the major reason for the decline of students' academic results of 2012 E.C. As it was observed from document analysis the average students pass rate of sampled schools in 2012 E.C. was 33.22%. Moreover, because of the pandemic, the University Entrance examination schedule was extended for a long time. Students were bored studying and they took the examination after a long break from school. The extending of the examination schedule seriously affected students' results in the 2012 E.C academic year. Besides, the low capacity of teachers, lack of teachers, lack of supervisory support from the woreda education office, scarcity of instructional materials are the major challenges that influenced school leadership effectiveness. As far as the analysis of the study is concerned,

the general conclusion reached at the end of this study was that there was a gap in the school leadership effectiveness to contribute to students' academic achievement in the preparatory schools of Jimma zone.

5.3. Recommendations

Based on the findings and conclusions, the following recommendations were forwarded.

1. For the accomplishment of students' academic achievement and effectiveness of leadership, the school principals are recommended to involve teachers in the formulation of vision and mission and communicate to them and regularly evaluate their daily activities against what is required in the mission statement. This approach could help all stakeholders to internalize the school aims and develops a sense of ownership and can make them more committed to its implementation.
2. The findings of the study revealed that the management and monitoring curriculum and instructional programs were mostly left to vice-principals and department heads. It was revealed that the principal gave less consideration to strengthening curricular and extra-curricular activities. In the light of this view, the researcher recommended that the principal had better practice strengthening curricular and extra-curricular activities in collaboration with vice-principals and department heads for the success of students' achievement. Apart from this, supervising instruction should not be done for the purpose of teachers' performance evaluation only. It should be focused on the teacher's strengths and weaknesses for instructional improvement and should have continuity.
3. School principals had better exert their effort towards sustaining a positive school climate to increase students' academic achievement. They should work hard and have regular interaction with all concerned bodies to make a significant improvement on students' academic performance.
4. School principals had better use the extending of university examination schedule as an advantage to teach and help their students rather than complaining about the extending of the examination program.
5. The study revealed that there were challenges found to be seriously constraining the school principals in their leadership roles. These were the low capacity of teachers, lack of teachers, lack of supervisory support from the woreda education office, scarcity of instructional materials and others. Therefore, the school leaders had better

take the responsibility and initiative to influence the concerned bodies to provide the necessary resources.

6. Woreda education office should facilitate and solve the educational resource limitations found in the schools and offer regular support for the schools.

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APPENDICES

APPENDIX-A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE FOR TEACHERS

Dear Respondent:

The purpose of this questionnaire is to investigate leadership effectiveness and school performance of preparatory schools of Jimma zone. Completing the questionnaire will take a **few minutes.** The success of the study to a great extent depends on your genuine and firm response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. Be sure that all the information you provide will be remaining confidential and will be used for research purpose only.

Thank you in advance for your cooperation!

General Directions

You are not required to write your name

Please follow the instructions given under each part to effectively answer the questions. ***NB: in case, if you need to get further explanations and information on the issue and the questionnaire you can use 0940929569 or dawityadeta8@gmail.com.***

I. Personal Characteristics

Direction: please check by putting a "√" mark on the space provided against the items.

1. Sex A) Male B) Female

2. Age 21-25 26-30 31-3536-40 41-45 46 and above

3. Level of Educational attainment

A) Diploma B) BA/BSC/BED C) MA/MSC D) Others_____

4. Field of Specialization

A) Educational Planning and Management B) Natural Science

C) Social Science Others_____

5. Work Experience

A) 5 Years and below B) 6-10 Years 20 and above

C) 11-15years D) 11-15 Years

II. Leadership Dimensions

Note: Leadership is conceptualized as the activities of a leader in setting/communicating school mission, managing school curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate. Each dimension described in terms of the principal's job-related practices.

A. Defining and Communicating School Mission

Please indicate by ticking "√" on a scale of 1-5 below

The rating scale is: **5=Very High, 4= High, 3=Moderate, 2=Low,1= Very Low**

No.	Item	5	4	3	2	1
1	Involve teachers and concerned stakeholders in setting the school mission.					
2	Develops the school goal focusing on students' academic achievement					
3	Communicates the school's goal and mission effectively to staff, students and parents.					
4	Gives teachers a sense of overall purpose					
5	Facilitates effective communication among staff					
6	Developing goals that are easily understood and used by teachers in the school					
7	Use data on student academic performance when developing the school's goals					
8	Aligning school goals with the national educational statement					

B. Managing Curriculum and Instruction

The rating scale is: **5=Very High, 4= High, 3=Moderate, 2=Low, 1= Very Low**

No.	Item	5	4	3	2	1
1	Discuss academic performance results with the departments to identify curricular strengths and weaknesses					
2	Aligning teachers' classroom objectives with the school goal.					
3	Participate actively in review of curricular materials					
4	Actively work to ensure highest academic achievement of students					
5	Assists teachers in developing instructional materials					
6	Making clear who is responsible for coordinating the curriculum across grade levels					

C. Supervising Instruction

The rating scale is: **5=Very High, 4= High, 3=Moderate, 2=Low, 1= Very Low**

No.	Item	5	4	3	2	1
1	Makes classroom visits for the purpose of improving instructional improvement					
2	Encourage internal supervision to increase the teaching learning process					
3	Inspire students learning through continuous advice and follow up to enhance their academic achievement					
4	Encourages teachers to use different instructional methods					
5	Uses teaching staff meetings to discuss curricular and instructional issues					
6	Discuss with help needed teachers after classroom visit to discuss the problems and plan improvement together					
7	Make regular supervisory activities on teaching and learning					
8	Encourage teachers to use teaching aids					

D. Monitoring Students' Progress

The rating scale is: **5=Very High, 4= High, 3=Moderate, 2=Low, 1= Very Low**

No.	Item	5	4	3	2	1
1	Meets individually with teachers to discuss on students' academic progress					
2	Inform students of school's academic progress					
3	Evaluating the ongoing achievements of students learning					
4	Discussing academic performance results with the departments to identify curricular strengths and weaknesses					
5	Provide facilities for administering and scoring tests					

E. Promoting the School Learning Climate

The rating scale is: **5=Very High, 4= High, 3=Moderate, 2=Low,1= Very Low**

No.	Item	5	4	3	2	1
1	Facilitates opportunities for staff to learn from each other.					
2	Principal promotes professional development at school level					
3	Creating conducive environment in the school					
4	Use different recognition or reward systems for greater achievement of students					
5	provide adequate school facilities that enable to facilitate the teaching learning process					
6	create suitable Classrooms for student learning					

III. Major challenges that hinder the school leaders to contribute to students' academic achievement

The following statements show major factors Affecting Principals Leadership Effectiveness.

Please, respond to each statement by putting a tick mark () in the box that best describes the extent of practices in your school using the scales. 5=Very High; 4=High; 3=Moderate; 2=Low; and 1= Very Low.

No	Item	Scale				
		5	4	3	2	1
1	Insufficient availability of Educational Resource (financial and material)					
2	Focusing on cross-cutting activities of principals					
3	The large size of the school community (staff and teachers)					
4	Lack of regular supervisory support from the concerned education officials					
5	Lack of knowledge on curriculum and instruction process of the principals					
6	Lack of experience to manage and mobilize the school community and activities towards shared goal					
7	Heavy workload on school leaders to lead instructional leadership					
8	Lack of good communication with the staff					
9	Lack of adequate training towards school leadership and management					

APPENDIX-B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

Interview Guide for Principals and Vice principals

The main purpose of this interview is to gather relevant information on the leadership effectiveness and school performance in Jimma zone Preparatory schools. The data obtained will be used for research purpose only. You are therefore, kindly requested to give necessary information on the issue related to the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation!

Direction: please check by putting a "√" mark on the space provided against the items.

1. Sex A) Male B) Female

2. Age **A)** 25 years and below B) 26-35 years

C) 36-45 years D) 46-55 years E) above 55

3. Level of Educational attainment

A) Diploma B) BA/BSC/BED C) MA/MSC

4. Qualification

a) Undergraduate level on educational leadership

b) Graduate level on educational leadership

c) Undergraduate level on academic subject

d) Graduate level on academic subject

A. Defining and Communicating School Mission

What are your roles and functions as school leadership in creating school Mission and vision? Do you participate and communicate concerned stakeholders in the preparation and implementations of the school plans?

B. Managing Curriculum and Instruction

Do you involve teachers in managing the curriculum in the classroom to ensure that it is in line with the curricular objectives set?

C. Supervising instruction

How do you supervise instructions in the school to increase students' academic performance?

D. Monitoring Students' Progress

How do you monitor student progress, and account for its progress towards school goals?

E. Promoting the School Learning Climate

What is the role of school leaders to promote the school learning climate?

F. Major challenges that hinder the school leaders to contribute to students' academic achievement

What challenges do you face during your leadership activities on increasing students' academic performance?