



**THE RELATIONSHIP BETWEEN LEADERSHIP PRACTICES AND
STUDENT ACHIEVEMENTS OF THREE GOVERNMENTAL
SECONDARY SCHOOLS AT AKAKI KALITY SUB-CITY OF ADDIS
ABABA**

**BY
BERIHUN HAYELOM**

**ADDIS ABABA UNIVESITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**May, 2017
ADDIS ABABA, ETHIOPIA**

**THE RELATIONSHIP BETWEEN LEADERSHIP PRACTICE AND
STUDENT ACHIEVEMENTS OF THREE GOVERNMENTAL
SECONDARY SCHOOLS AT AKAKI KALITY SUB-CITY OF ADDIS
ABABA**

BY:BERIHUN HAYELOM

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

ADVISOR: FIKADU MULUGETA (PhD)

**Thesis Submitted To The School of Graduate Studies of Addis Ababa
University In Partial Fulfillment of The Requirement For The Degree of
Master of Art In School Leadership.**

Addis Ababa, Ethiopia

May, 2017

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

THE RELATIONSHIP BETWEEN LEADERSHIP PRACTICE AND
STUDENT ACHIEVEMENTS OF THREE GOVERNMENTAL
SECONDARY SCHOOLS AT AKAKI KALITY SUB-CITY

By:BERIHUN HAYELOM

This is to certify that the thesis prepared by Berihun Hayelom Debay, entitled: The Relationship Between Leadership Practices and Student Achievements of Three governmental secondary Schools At Akaki Kality Sub-City and submitted in Partial fulfillment of the requirements for the degree of Master of Arts (Educational Leadership and Management) complies with regulation of the university and meets the accepted standards with to originality and quality.

Approved by the board of examiners

_____	_____	_____
Advisor	Signature	Date

_____	_____	_____
Examiner (Internal)	Signature	Date

_____	_____	_____
Examiner (External)	Signature	Date

Addis Ababa, Ethiopia

May, 2017

ACKNOWLEDGEMENTS

My truthful gratitude goes to my advisor Fikadu Mulugeta (PhD) for his valuable professional advice and constructive comments he gave that have shaped my study immeasurably me all through my work, therefore without his proper guidance the study would never have been successful. As a result of making the writing of this researches a real success.

I am greatly indebted to my devoted wife Mulu Taye and my Children Nahom Berihun, Yeabsra Berihun and Samrawit Berihun that they form the backbone and origin of my happiness. Their love and support without any complain or regret has enabled me to complete this MA Thesis.

Finally, my deep gratitude goes to Mr. Mamo Gebrezgiabher, Mr. Misganaw Bekele, Mr. Mastewal Baheriw who helped me in different ways for the success of this thesis.

TABLE OF CONTENT

Contents	pages
ACKNOWLEDGEMENTS _____	I
TABLE OF CONTENT _____	II
LIST OF TABLES _____	III
ACRONYMS _____	IV
LIST OF APPENDICES _____	V
<i>ABSTRACT</i> _____	VI
CHAPTER ONE _____	1
INTRODUCTION _____	1
1.1. Background of the Study _____	1
1.2. Statement of the Problem _____	3
1.3. Objectives of the Study _____	4
1.3.1. General objective _____	4
1.3.2. Specific objectives _____	4
1.4. Significance of the Study _____	5
1.5. Delimitation of the Study _____	5
1.6. Limitations of the Study _____	5
1.7. Operational Definitions of key terms _____	6
1.8. Organizations of the Study _____	7
CHAPTER TWO _____	8
REVIEW OF RELATED LITERATURE _____	8
2.1 The Concept of Leadership _____	8
2.2 An Overview of Leadership Theories _____	9
2.3. Leadership and Student Achievement _____	9
2.4. The Influence of School Leaders _____	11
2.4.1 Assisting Student Learning _____	11

2.5. Educational Leadership Models _____	12
2.5.1 Managerial Leadership _____	12
2.5.2 Transformational Leadership _____	12
2.5.3 Participative Leadership _____	13
2.5.4 Transactional Leadership _____	13
2.5.5 Postmodern Leadership _____	13
2.5.6 Moral Leadership _____	14
2.5.7 Instructional Leadership _____	14
2.5.8 Contingent Leadership _____	14
2.6 Leadership in Education _____	15
2.6.1 Creating a Vision _____	15
2.6.2 Setting High Expectations _____	15
2.7 Leadership Effectiveness _____	16
2.7.1 The concept of Effectiveness _____	16
2.7.2 Elements of Effective Leadership _____	17
A. Empowerment _____	17
B. Schools Leaders as Change Agents _____	17
C. Creating an Orderly Conducive Environment _____	18
2.8 School Leadership Development in Ethiopia _____	18
2.9 School Leadership Effectiveness _____	19
2.10 Characteristics of Effective School Leadership _____	20
2.11 Instructional Leadership and Teaching Learning _____	21
2.12 Leadership Styles in Schools _____	22
2.12.1 Autocratic Leadership _____	22
2.12.2 Democratic Leadership _____	23
2.12.3 Laissez-faire or Free-rein Leadership Style _____	24
2.13 Situational Leadership _____	24
2.14 Factors Affecting School Leadership Effectiveness _____	25
2.14.1 Leaders' Characteristics _____	26
2.14.1.1 Leaders Educational Background _____	26
2.14.1.2 Leaders' Work Experience _____	26
2.14.1.3 Organizational Characteristics _____	27
2.14.1.4 Availability of Educational Resource _____	27

CHAPTER THREE	28
RESEARCH DESIGN AND METHODOLOGY	28
3.1. Research Design	28
3.2. Sources of Data	28
3.3. Total population, Sample Size and Sampling Techniques	29
3.4. Data Gathering Instruments	29
3.4.1. Questionnaire	29
3.4.2. Observation	30
3.5. Procedures of Data Collection	30
3.6. Method of Data Analyses	30
3.7. Ethical Considerations	30
CHAPTER FOUR	32
DATA PRESENTATION, ANALYSIS & DISCUSSION OF RESULTS	32
4.1 Questionnaire Data Analysis and Discussion	32
4.1.1. Respondents' Demographic Features.	33
CHAPTER FIVE	47
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	47
5.1 Summary	47
5.2 Conclusions	50
5.3 RECOMMENDATIONS	51
REFERENCES	53
7. APPENDICES	58
APPENDIX I	59
APPENDIX II	60
APPENDIX III	66

LIST OF TABLES

Content	Pages
Table 1: Total population.....	28
Table 2: Principals demographic features.....	32
Table 2: Principals techniques employed.....	34
Table 3: Trends in involving other concerned parties.....	37
Table 4: Performance of various activities in the school.....	38
Table 5: Responsiveness of the principals in fulfilling.....	39
Table 6: Leadership styles that principals used.....	41
Table 7: Principal's daily activities in the school.....	43

ACRONYMS

ESDP	Educational Sector Development Program
MoE	Ministry of Education
IC	Individualized Consideration
IL	Instructional Leadership
LB	Leadership Behaviors
TS	Transformational Leadership
TL	Transactional Leadership
BA	Bachelor of Art
BSC	Bachelor of Science
EdAd	Educational Administration
No	Number
BED	Bachelor of Education
MED	Master of Education
MA	Master of Art
AAEB	Addis Ababa Education Bureau

ABSTRACT

This study assessed the relationship between leadership practices and Students' achievements in governmental secondary schools. It explores the practices of principals to enhance the students' achievement in three governmental secondary schools at Akaki Kaliti sub-city in Addis Ababa. It identifies the mechanisms and activities of the school principals to improve students' achievement. The researcher applied both quantitative and qualitative methods through primary and secondary sources. Questionnaire and observation were central sources of this study. Akaki kaliti sub city is taken for this study purpose and the data are collected from three governmental secondary schools in the sub-city. Students, Principals and Vice-principals from the selected schools were the participants of the study. The samples were selected by using purposive sampling method. The data were collected by using a questionnaire for principals and students in parallel with the researcher's observations. Data obtained through questionnaire were analyzed and summarized using frequency and percentage. Statistical measures were performed on quantitative data assembled from the respondents; frequency count and Percentage, were conducted. The study shows that principals were effective in establishing knowledge of curricular issues in various subject areas. Checking the teachers' lesson notes and offering feedbacks where necessary, supporting teachers and giving feedback on effectively use of instructional time in their classes, making post conference after classroom visit to discuss the weak and strong points observed during teaching learning for improving students' achievement in their school are some of the findings of the mechanisms that principals use to support students learning. However, less focus is given on evaluating the instructional methods regularly and making impartial contributions and sharing information about classroom activities with teachers for the improvement of students' achievement in their school. Parents were effective in many aspects; however, the school leaders were poor in involving parents and stakeholders in the attainment of substantial financial support. The finding indicates leadership practice is effective through a combination of all leadership styles. Increasing the extent of involvement of parents and other stakeholders in supporting the school by finance and other issues and redesigning the evaluation format is recommended for principals and make regular discussion meeting with students on how the teaching –learning is going on and what students' need to support their learning and the employment of punishment hinders the practice of principals on their daily activities in their school. Though, the school had a good system of school leadership, there should be a lot to be done to meet the expected leadership standards.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Various definitions have been given in accordance with leadership and management; among all some of them are discussed hereby. According to Yukl (2002) leadership is a behavior of an individual which instigate a new way of framework in integration within a certain social entity.

Welte (1978), defined management as the mental and physical exertion to coordinate diverse activities to achieve most wanted outcome and included in this process of planning, organizing, staffing, directing and controlling. In contrast he saw leadership as “natural and learned ability, skills and personal characteristics, to conduct interpersonal relations which influence people to take desired actions. In simpler terms Pejza (1985), expresses the difference as a person leads people; he manage things. This emphasis on personal relations occurs in many definitions of leadership.

A great number of other definitions of leadership have been offered over the years. According to Squires (2001), leaders are concerned with the spiritual aspect of their work, that is, they have followers who deeply believe in them and they possess a latent power in organizations. Leadership has been widely studied over a long period of time, yet it remains an elusive phenomenon to understand and develop. According to Day (2000), leadership has been traditionally conceptualized as an individual skill and abilities as well as creating and maintaining a sense of vision and interpersonal relationships. However, management is coordinating, supporting, and monitoring the activities of an organization. Teachers' leadership may be more formalized when they assume specific roles such as representing their schools at district meetings or participating in a teacher mentorship program. At other times, it takes a more informal form when they voluntarily participate within the school or become involved with one another's classrooms or instruction (Leithwood *et al.*, 1999).

The issue of leadership styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs, and performance, for example,

England, Nigeria. In Ethiopia there is a rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2010).

According to Lauglo (1997), the history of leadership in education began as top-down hierarchical management. The boundaries for these leaders were tightly controlled. Administrators strived to be distant, proper, serious, and impersonal. The communication was formal, controlled, and from the top. The school leadership principal was management, and focused on coordinating and monitoring activities. Traditional management roles include planning, time management, leadership theory, and organizational development on the other hand the human component consists of the communicating, motivating, and facilitating roles of the principal.

Principals who are assertive instructional leaders promote high expectations for students by continuously focusing on instruction and emphasizing the importance of academics and student achievement. These behaviors can positively change or enhance a school's environment and positively enhance student achievement (Sackney, 1998). Making schools more effective requires building and reshaping the hidden and taken-for-granted rules that govern day-to-day behavior.

Principals need to be aware that schools need a culture that encourages productivity, high moral, confidence, and commitment. This principal leadership can be viewed from the context of the principals' behaviors and how these behaviors translate to teachers, students, and staff of the school. It is believed that if a principal is able to practice a positive leadership, it will in turn help bring a positive learning climate to the school. Teachers will feel more comfortable and thus have higher job satisfaction. If the opposite is true, then teachers' job satisfaction can be expected to decrease. Teachers play the main role in ensuring that student performance increases every year since they are in charge of the classroom and the curriculum. To ensure teachers are able to play this role, they need support and motivation that is most often affected by the principal at the school.

1.2. Statement of the Problem

A school system is one of the public institutions having its own specific goals and objective to be achieved and such tasks are given to school leaders. Here, principals are the prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals.

Successful school leadership makes important contribution to the improvement of students learning (Leithwood and Riehl, 2003). Therefore, school principals have a greater influence on students learning. While, many positive effects can be directly attributed to quality curriculum and instruction, leadership effects on students' achievement has also more indirect answer (Hallinger and Heck, 1999). Different leadership styles are adapted and school leaders has their prominent influence on students' success in number of ways (Yusuf, 2008).

School leadership influence were directly affected by the principals and attributed to the overall students. Hallinger and Heck (1999) were also found in their analysis that the largest mediating variable with respect to students achievement to be in the area of well-defined goals or vision for the school.

From the above arguments, it is clear that there is definitely evidence as school leadership practice has significance influence on students' achievement. The size of leadership effect on achievement of students varies depending on the education leaders to assist students. Therefore, measurable relationship exists between principal leadership practices and students achievement.

Moreover, principals' relationship practice has its own influence over many aspects of schools functions. For instance, empowering teachers and students as well as other members of school community or sharing power and responsibility for teachers, counseling and guiding staffs and other school employee and students in order to reline and promote students achievement.

Even though we are in the modern community, the schools focused on employing leadership style which prominently based on punishment in line with teachers or/and students. In the light of this, parents have got little part in collaboration with the school to maintain an advanced level of competence and a sound behavior. Therefore, the inspiration of this study arises from the researchers' interest to investigate and address problem and to find out a

possible solution that will help to curve the existing situation. There is also a knowledge gap on how to share power and responsibility for all stakeholders like teachers, parents, students and other concerned bodies to enhance students' achievement. Thus, this study was a reaction to this situation. It tried to answer main problems as follows:

1. Is there relationship between principal's leadership practice and student's academic achievements?
2. What kinds of techniques were adopted by the principals of the governmental secondary schools to improve students' achievement?
3. Do school principals involve parents and other stakeholders in different school based activities and discussion which promotes students' achievement?

1.3. Objectives of the Study

1.3.1. General objective

The general objective of the study is to assess the relationship of principals to enhance the students' achievement in three governmental secondary schools at Akaki Kality sub-city of Addis Ababa.

1.3.2. Specific objectives

Specifically, this study focuses on the following objectives:

- To assess principals' techniques to improve student's achievement.
- To identify mechanisms that principals used to improve students' achievement.
- To explore the activities of the school principals and show to what extent it improves students' achievement.
- To evaluate how the school principals that involve the stakeholders are responsive in fulfilling the needs of the students' achievement.
- To find out the strength of the principals' leadership practice that help students to improve their achievements

1.4. Significance of the Study

Findings of the research are helpful to school leaders who are interested in improving students achievement. Besides, it has got a potential to recognize a structured and updated system of leadership in accordance with amplifying the effectiveness of learner. Principals will use the information to understand their schools' individual culture and then how to change an already existing environment. Educators may utilize the findings to understand better leadership behaviors which enhance a positive school environment and improve student achievement.

1.5. Delimitation of the Study

In Addis Ababa-city administration, there are ten sub cities. But, this study is delimited in one sub-city ; Akaki kality sub-city. In this sub-city, there are six government secondary schools which include Fitaworari Abayineh, Ethio-japan, Beseka, Kality, Bulbula and Addis Ababa prison secondary schools.

The researcher selected three secondary schools Beseka, Kality, and Bulbula that were included in the study considering their population size, seniority, and manageability to the study under investigation. Delimiting the study is also through principal and a vice principal experience in that specific schools. Thus, these facts can help the researcher to assess the relationship between leadership practice and student Achievements of three governmental secondary Schools.

1.6. Limitations of the Study

This study like other studies is not free from limitations. Thus, there were different things that limit its progress in expected time. Covering large population size to get more credible information was very challenging. The researchers' limitation of experience to conduct a research is also a problem and due to time and financial problems this thesis is limited and focuses on one sub-city including three government secondary schools. The study did not include other sub-cities schools, private schools and other grade levels.

1.7. Operational Definitions of key terms

Leadership: It is an act of having influence on the activities of an organized group in its attempts to set and achieve its goals (Stodgill, 1997).

Individualized consideration (IC): leaders understanding of the needs of each individual follower. The leaders work continuously to get followers to develop to their full potential (Bass & Avolio, 1990).

Instructional leadership (IL): principal's role with student learning, specifically student academic performance, goal development and implementation, and management of the instructional program.

Leadership behaviors (LB): the actions of the principals that promote relationships within the school community.

Personal efficacy: characterized by satisfaction and by the commitment of each individual for academic excellence and professional growth.

Professional learning communities: teachers and administrators in a school that continuously seek and share learning and then act on what they learn to enhance student achievement

Student achievement: an assessment of student performance in a given discipline or skill area.

Transformational leadership (TS): a leadership style that inspires and motivates followers to demonstrate commitment to a shared vision. Leaders engage in behaviors that clearly communicate high expectations to followers.

Transactional leadership (TL): a leadership style that occurs when leaders intervene to make some correction and generally involves corrective criticism and negative reinforcement. The leader engages in active management and intervenes when followers have not met standards or problems arise.

1.8. Organizations of the Study

This study was organized in to five chapters. The first chapter is introductory part of the research which discusses background, statement of the problem, objectives, significance, delimitation and limitation of the study. Chapter two is a body of literature. Chapter three is about methodology of the study. In chapter four the data collected from different sources are analyzed. Finally, in chapter five, summary and recommendations about the whole research is given.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Leadership

Questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century (Yukl, 2008). As Yukl's explanation, even though leadership history did not substantiated by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously.

One of the main reasons is the extensive number of definitions for this term (Trottier et al., 2008). Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill & Coons (cited in Yukl, 2008), define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. Beare, et.al (1989), also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers.

Thus, it is all about the continuous process of establishing and maintaining a connection between 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 (cited in Wossenu, 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass

people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

As Bush and Glover (cited on Pont and et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. But Glover & Law (2000) argued that leadership and management functions can be separated out fairly clearly according to context for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees institutionalizing a leadership-centered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's(as cited in Glover & Law, 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.

2.2 An Overview of Leadership Theories

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life situations (Morrison, Rha& Hellman, cited in Tigistu,2012). Siegrist (cited in Tigistu 2012) also hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory, some of the theories are Contingency, Situational, Behavioral and Participative, relationship, management Theories producing volumes of literature multitudes of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio&Sivasubramaniam, cited in Tigistu 2012).

2.3. Leadership and Student Achievement

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

A study by Andrew and Soder (1987), report the behaviors of instructional leaders impacted the performance of student achievement, especially low achieving students. A slightly different approach in studying the relationship between leadership styles of principals and achievement outcomes was implemented by Fuller (1989), when he investigated what principals report they do in an effort to enhance student achievement. Fuller utilized a rational decision making behavior instrument to solicit principals' recollections concerning what they did about the problem of student achievement in their respective schools. Principals with improving student achievement scores indicated it was their personal goal to raise student scores, tended to own the problem more than principals in schools with declining student achievement scores, and also recognized the problem was complex and needed in-depth analysis.

In contrast, principals in the schools with declining achievement scores, tended to delegate responsibilities in dealing with the problem, to claim that it was not under their control, or to minimize the magnitude of the problem. Heck, Larsen, and Maccoulides (1990), suggested the relationship between a principal's leadership style and levels of student achievement are extremely complex. Rather than a particular style, they found principals of high-achieving schools evidenced more incidences of involving staff in decisions and parents in programs, protecting faculty, communicating goals and expectations, recognizing achievement, securing resources, and evaluating programs. Their findings indicated the relationship between leadership and achievement is indirect and probably two directional. Hallinger and Heck (1998), conducted a study exploring the relationship between leadership and student achievement for the years 1980 through 1995. Their results showed leaders have an indirect, but measurable, effect on how well students' achieve in their schools. The greatest influence the principal exercised was through the development and implementation of a clear vision, a coherent mission and attainable goals.

2.4. The Influence of School Leaders

2.4.1 Assisting Student Learning

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

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

Hallinger and Heck also found in their analysis that the largest mediating variable with respect to student achievement to be in the area of well-defined goals or vision for the school. However, they note that a clear definition or construct for school vision is not present across the research base (Hallinger and Heck, 1999). In addition to Hallinger and Heck's, other researchers have come to similar conclusions regarding the influence of leadership on student achievement. Scheerens and Bosker reported similar findings and included educational leadership as one of effectiveness enhancing factors for schools (1997). In their analysis, Scheerens and Bosker stated that leadership characteristics were more clearly developed as positive factors in schools where strong contextual evidence was also taken into account.

From the evidence presented above, it is clear that there is definitely certain evidence as school leadership has significance influence on students' achievement. The size of leadership effect on achievements of student varies depending on the dedication of leaders to assist student. It is clear that, based on this a measurable relationship exist between leadership and

student achievement. In fact, leadership is one of the largest contributors to student achievement out of all the identified school related factors that have any influence on student achievement what so ever.

2.5. Educational Leadership Models

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

2.5.1 Managerial Leadership

Leithwood et al., (Cited in Bush, 2007) defines this model as the focus of leaders ought to be on functions, tasks, and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. According to Bush, in the managerial leadership model, the Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership focuses on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as it priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.

2.5.2 Transformational Leadership

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school

outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello, cited in Bush, 2007).

2.5.3 Participative Leadership

This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of sitebased management, leadership is potentially available to any legitimate stakeholder (Leithwood et al., cited in Bush, 2007). Sergiovanni (cited in Bush, 2007) also points to the importance of a participative approach. According to him, Participative leadership will succeed in bonding staff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

2.5.4 Transactional Leadership

According to Miller, (cited in Bush, 2007), definition transactional leadership refers to principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement. Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999), also identified that transactional leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common denominator.

2.5.5 Postmodern Leadership

The post-modern model suggests that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organization. Starratt (cited in Bush, 2007), aligns post modernity with democracy and advocates a more consultative, participatory, inclusionary stance, an approach consistent with participative leadership.

2.5.6 Moral Leadership

This model assumes that the critical focus of leadership ought to be about the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood et al., cited in Bush, 2007)). Sergiovanni (cited in Bush, 2007), articulated that excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics. Subsequently, he adds that administering is a moral craft. Such leaders have a set of principles, which provide the basis of self-awareness.

2.5.7 Instructional Leadership

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). Southworth (cited in Bush, 2007) stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Bush and Glover's (cited in Bush, 2007) definition stresses the direction of the influence process: Accordingly, Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students.

2.5.8 Contingent Leadership

The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting. Their influence will depend, in large measure, on such mastery (Leithwood et al., cited in Bush, 2007). According to (Morgan, cited in Bush, 2007), leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation. This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership style. But, it is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performances and student achievements. School principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, development, trusting and healthier school cultures, facilitating higher productivity and increased student achievements (McComack, Adams & Gamage (2009)

2.6 Leadership in Education

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. As to Sergiovanni (cited in Temesgen, 2011) Principals' key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principal leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

2.6.1 Creating a Vision

Vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu, 2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

2.6.2 Setting High Expectations

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

2.7 Leadership Effectiveness

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

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

2.7.1 The concept of Effectiveness

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

2.7.2 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 which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (2001), stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie 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. Schools Leaders as Change Agents

Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at the school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the issue that school improvement 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 are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the stuff with him/her, such a program will give the leader and the teachers more, not less control of the school program. Therefore, school improvement is a systematic and sustained effort aimed at change in the effect of students' broad outcomes

C. Creating an Orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (cited in Tigistu, 2012) made remarks 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 themselves that they are working on a condition of relatively stable job environment. Ubben and Hughes (2001) enumerate about 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 of leadership for high achievements of teachers and students are indicators among others conducive environments of schools.

2.8 School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. 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 the principal ship in Ethiopia was at its early age was dominated by foreign principals.

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and

1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree, preferably in educational administration (EdAd) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience

2.9 School Leadership Effectiveness

According to Kasambira (cited in Masuku, 2011), effectiveness means providing a decided, decisive or desired effect. Kasambira also defined effectiveness as the extent to which an organization achieves the objectives for which it was established. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. In relation to this, Ignathios (cited in Masuku, 2011) stated that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Sergiovanni (cited in Masuku, 2011) also relates effectiveness with pedagogical thought. Sergiovanni (in Masuku, 2011) perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility.

Moreover, effective school is a school in which pupil's progress is further than might be expected from a consideration of its intake. In another way, Hopkins and Hargreaves (1994)

explained the differences between school effectiveness and school improvement. According to Hopkins and Hargreaves, school effectiveness encompasses: a focus on outcomes, an emphasis on equity, the use of data for decision-making, knowledge of what is effective elsewhere, an understanding that the school is the focus of change. They also, explained school improvement as it embodies: a focus on the process, an orientation towards action and on-going development, an emphasis on school-selected priorities for development, an understanding of the importance of school culture, the importance of a focus on teaching and learning, a view of the school as the center of change.

Mortimore et.al, (cited in Welton, &Blankford, 2005), conducted a four-year research project on the academic and social progress of 2,000 primary children in fifty randomly selected London schools. Those schools which were effective in both spheres led the researchers to define the following characteristics of an effective school and these are: the purposeful leadership of the staff of the head teacher; the involvement of the deputy in policy decision making and of the teaching staff in curriculum planning and certain areas of decision making; Staff consistency in the approach to teaching, intellectually challenging teaching; structured sessions that nevertheless allowed students some freedom within the structure and a limited focus within sessions; a work-centered environment, where there was the maximum communication between teachers and students; sound record keeping procedures, effective monitoring of progress; parental involvement in schools which encouraged an open door policy; a positive climate. Edmond (as cited in Tigistu, 2012) also identified five factors which contribute to school effectiveness. These are: strong leadership of the principal, emphasis on mastery of the basic skills, a clean, orderly and secured school environment, and high teachers expectation of pupil performance and frequent monitoring of students to assess their progress.

2.10 Characteristics of Effective School Leadership

The above controversies in the concept and theories of leadership also rise in effectiveness. This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundrette, et al, 2003). In Presbyterian church schools, the head's leadership style consist of doctrine base to cutout the immoral action provenas wrong in the Bible, rejecting sex

education of any kind and using corporal punishment to restrict the innate sinful tendencies of children (Ghouri cited in Brundrette, et al, 2003).

Then, if democracy is supposed to be the foremost political goal of education, should not be reflected in the ways in which schools are led if schools are to be judged effective (Bundrette, et al, 2003). They also emphasize that leadership operates within the social culture of its time. Now a days, people expect a more democratic style of leadership and no one were deceived, coerced or simply bribed to following to the leaders dictates.

Fidler (as cited in Lussier and Achua, 2001) has developed a contingency model which says that leadership effectiveness is result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Fidler (as cited in Ayalew, 2000; p.21) also stress that the different situations require different leadership style and effectiveness of leader style depends on the situations in which it is used. Therefore, effectiveness is context based because it depends on the situation in which it is used and the leader acts.

For the organization to be successful in achieving its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of leader. If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their levels of maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success (Schermerhorn et al 2000).

2.11 Instructional Leadership and Teaching Learning

Studies of teachers perceptions about characteristics of school principals that influence teacher's classroom instruction have concluded that the behavior associated with instructional leadership positively influences classroom instruction (Blasé and Blasé, 1999). Especially (Blasé and Blasé, 1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching learning process, there were increases in teacher reflection and informed what and how they perform to fulfill professional responsibility.

Instructional behaviors in implementation of new ideas, greater variety of teaching strategic, more responses to students diversity; lessons were prepared and planned more carefully,

teachers were more likely to take risks and more focus on the instructional process, and teachers use professional discussion to make change in classroom practice. Teacher also indicates attitude effects on motivation, satisfaction, confidence and sense of security. Instructional leadership behavior associated with promoting professional growth and staff development yield positive effects on classroom practice (Chris, 1992).

In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set professional growth goal with teachers, and provide resources to foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This in turn increases student achievement (Blasé and Blasé, 1999).

Locke and Latham (1990) assert that goal setting is effective way to increase motivation and achievement. They suggest that goals increase attention to the obtainments of task, increase the effort expended on goals relevant to activities, increase persistent to achieve, increase the development of strategies to obtain the goal. This is true even freely coupled organizations, such as public schools. A principal that define and communicate shared goals with teachers, provide organizational structure that guide the school towards a common focus. This commonfocus on academic press challenges teacher's behavior within the classroom, which leads to more effective school (Blasé and Blasé, 1999).

2.12 Leadership Styles in Schools

Different leadership styles are adopted by different school leaders to influence student success in a number of ways. A variety of leadership styles have been highlighted, but most of them can be categorized into four broad styles (Yusuf, 2008).

2.12.1 Autocratic Leadership

Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him or herself and makes decisions with a view to ensuring that the staff implements it. He or she is not bothered about attitudes of the staff towards a decision. He or she is rather concerned about getting the task done. He or she tells the staff what to do and how to do; it asserts him or herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 1998). In the case of secondary schools where autocratic leadership

is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. The effect has always been dissatisfaction with work on the part of the employees. Balunywa (in Yusuf, 2008) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates.

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be influential even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Other studies by Rowley (1997), however, noted that leaders, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to secure the academic program in schools.

2.12.2 Democratic Leadership

However, as Oyetunyi (in Yusuf, 2008) points out the major point of focus is sharing of authority. The manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He or she coaches subordinates and negotiates their demands (Dubrin, 1998). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration.

David (2007), argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. David (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in school. The implication of this study is that, school heads who favor the use of the democratic style of leadership attach the same level of trust to their stakeholders in the management of schools and engage subordinates in the decision making process.

As pointed out by Kouzes and Posner (2003), school heads know that no one does his or her best when feeling weak, incompetent or alienated. They know that those who are expected to

produce the results must feel a sense of ownership. Democratic leadership can be effectively utilized their influence to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster academic achievement of students by adding quality education.

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (Rowley, 1997).

2.12.3 Laissez-faire or Free-rein Leadership Style

The laissez-faire leadership style is sometimes called the free rein or individual-centered leadership style. This style makes the presence of the leader felt but gives workers freedom to make individual or group decisions. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.13 Situational Leadership

The situational theory of leadership assumes that an analysis of leadership not only involves the individual traits and behavioral approaches to leadership, but also focuses on the situation (Chandan, 2004). The focus is often on the situation and not the leader. Different kinds of situations demand different characteristics and behaviors, because each type of leader faces different situations. The leader is required to size up the situation and choose the appropriate leadership style that will be effective for a situation, rather than try to manipulate situations to fit a particular leadership style.

Chandan (2004) asserts that leadership is the leader's ability to handle a given situation and is based upon the leader's skill in that particular area that is pertinent to the situation. The person most likely to act as a leader is the one who is most competent for the situation of a given group as the case may be. The nature of the situation dictates the style of leadership because leadership success is dependent on the ability of a leader to fit in the prevailing situation.

Leadership effectiveness cannot be determined without understanding the total situation including the follower's traits such as abilities and education, structural configuration of the school, role definitions, and internal and external environmental conditions.

Mullins (2002), points out those two fundamental generalizations emerge from the above set of characteristics. Firstly, the properties of the situation combined with the traits of the leader to produce behavior on the part of the leader are related to leadership effectiveness. Secondly, the characteristics of the situation have a direct impact on achievement. The situation, for example, combines attitudes, education, knowledge, experience, responsibility and power. It is also important to know the nature of the leader, if effectiveness is to be accomplished.

Under the Tannenbaum and Schmidt's Leadership Continuum model (in Yusuf, 2008), a leader may influence his or her followers in two ways. It is believed that a leader may either influence his or her followers by telling them what to do and how to do it or by involving those in planning and the execution of the task. Leadership Continuum is one of the most significant situational approaches to leadership. They suggest how managers could choose a leadership pattern from a range of leadership styles. The choice is made along a continuum of boss-centered versus employee-centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he or she needs to consider certain forces in the manager, the subordinates and the situation (Oyetunyi in Yusuf, 2008).

2.14 Factors Affecting School Leadership Effectiveness

Studies on leadership indicate that there are some factors that influence effectiveness of school leaders. Such factors may be classified to a principal characteristics, organizational and district/zonal education department characteristics.

2.14.1 Leaders' Characteristics

2.14.1.1 Leaders Educational Background

An effective leaders needs to have knowledge on series of specific technical, human and educational skills. In line with this idea Sergiovanni, (1984:67) explained this skills in to a serious of behavioral forces described as technical forces: being a good manager and applying good planning, organizing, coordinating, and controlling techniques to ensure optimumeffectiveness of the organization; the human forces: emphasize human relations' skills, implementing good motivational techniques, and building good moral within the organization. The appropriate use of participatory management is an integral part of this behavior; and the educational forces: focus on the conceptual knowledge of education - it indicate the ability to diagnose educational problems, carry out the functions of clinical supervision, evaluate educational programs, and help curriculum, implement staff development activities, and develop good individual educational programs for individual children. Generally leaders as instructional leader requires qualified trained through formal education leader who has a quality suited for those complex activities. It is believed that this formal education provides the principals various skills and understanding of leadership role (Corbally, 1961:287).

2.14.1.2 Leaders' Work Experience

The ability to learn from experience is one that that leader needs to develop and foster. School leaders obviously should work for a few years as a teacher before he/she assumes a leadership so that he/she could gain a number of understandings about students, the role of the community, the problems and teaching, and some of the school administrative problems. Because the leader works with a wide variety of people, it is valuable if his work experience includes some practical experience outside of the field of professional education that he/she could gain through panel discussion, conference, seminar or workshops, in light of this point (Corbally, 1961:289) pointed out that through such experience, the prospective leader can gain understanding and skills in working with people, if he recognizes the opportunity for learning from experience. In effect the more the experienced leader will become the more effective instructional leader.

2.14.1.3 Organizational Characteristics

In this context, organizational characteristics are to mean the existing factors in the school that affect the leadership process.

2.14.1.4 Availability of Educational Resource

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

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The purpose of this research is to assess the relationship between leadership practice and student achievements of three governmental secondary schools at Akaki Kality Sub-City. This chapter consists of research design and methodology. In this chapter the following topics are discussed: research design, sources of data, total population, sample size and sampling technique, data gathering instruments, procedure of data collection, data analysis and ethical considerations.

3.1. Research Design

The research design is the plan and procedures for the study, providing the overall framework for collecting the data. It provides guidelines for systematic sampling techniques, the sample size, instruments and data gathering decisions from broad assumptions to detailed methods of data analysis.

In this study, both quantitative and qualitative methods with more emphasis on quantitative method as the leading method. Quantitative approach is emphasized because assessing the relationship between leadership practice and students achievement can better be understood by collecting large quantitative data. Furthermore, the qualitative approach is employed and incorporated in the study, this helps to validate and triangulate the quantitative data.

In order to assess the relationship between leadership practice and students' achievement, the researcher used purposive sampling. This is simply because it helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by students and principals. It is a means through which opinions, attitudes, suggestions for educational practices can be obtained (Koul 1996:430).

3.2. Sources of Data

In order to strengthen the findings of the research the relevant data for the study generated from both primary and secondary sources. In this study, primary data source was used to obtain reliable information about the relationship between leadership practice and students achievement. The sources of primary data were from Akaki Kality sub city three selected

government secondary schools' principals, Vice principals and students. In addition, observation was used as a primary data.

The researcher also used secondary source of data because, there is need for more detail information by using and referring varieties of document from different materials in the school documentations, relevant books, previous studies and internet.

3.3. Total population, Sample Size and Sampling Techniques

School	Students			Principals		Vice principals	
	Population	Sample	%	Population	%	Population	%
Kality	1100	110	10	1	100	3	100
Beseka	1410	141	10	1	100	3	100
Bulbula	900	90	10	1	100	3	100
Total	3410	341	30	3		9	100

Source; Akaki kality sub city education office

The target population of this study encompassed principals, vice principals and students of government secondary schools of Akaki kality sub-city. Accordingly, the researcher selected the three secondary schools' participants through purposive sampling method in order to select students' members and census was employed to participate principals and vice principals. Then, students' members of the study were taken using purposive sampling technique. Based on this fact, 341 students and all school principals and vice principals from the sampled schools which accounted 3 and 9 respectively were part of the research.

3.4. Data Gathering Instruments

The data for the study was collected using two data collecting instruments: namely questionnaires and observation.

3.4.1. Questionnaire

Questionnaires are widely used in educational research to obtain information conditions and practices; and inquire in to opinions and attitudes of individuals or group (Kual, 1996:142). Based on this fact, to collect relevant and first-hand information from key informants, the

researcher designed questionnaire to be filled by students and principals. The items of the questionnaire were mainly close-ended questions and accompanied by some open ended questions to be responded by principals and students. They ultimately meant to check the respondents experience and attitude regarding the principals' performance for the improvement of students' achievement. Hence, the questionnaires comprised of mechanisms entertained, activities performed, responsiveness of the principals to students needs and problems faced as a content in the performance of teaching learning process.

3.4.2. Observation

To validate the research findings, the researcher employed observation as a method of data gathering tool in addition to questionnaires. Thus, the researcher observed the performance of school principals' performance by the help of check lists. Due to this fact, the checklists were based on the leadership practices, and various activities of the principals for the enhancement of students' achievement.

3.5. Procedures of Data Collection

The researcher has gone through the following steps to collect relevant data. The first thing was getting permission from the school directors. Hence, the researcher gave a brief summary of the objective of the research to the principals, vice principals and students to create good relation so as to get required relevant data. After having done these, the researcher collected the necessary data along with the data gathering tools.

3.6. Method of Data Analyses

The quantitative and qualitative data analysis method was used to collect the necessary information. After the data has been collected, the researcher analyzed the respondent's response through questionnaire and observation separately. The open ended questions of the questionnaires were discussed in a paragraph form while the closed ended questions obtained from the questionnaires were analyzed using frequencies and percentage.

3.7. Ethical Considerations

The researcher tried to keep participants' privacy, well being and confidentiality. The participation was through voluntary based and have a full right to withdraw at the time of need during the observation process. All the collected data from the respondents was used for

the purposes of this study only in order to keep the privacy and confidentiality of the participants. Their names were not used in the analysis. Informed consent will be obtained from participants. The participants were done based on the interests of the participants without any obligation. The participant was also informed in detail about the contents and purposes of the data by this researcher attempted to make source that participants take part in the process based on their free will without any fearing.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS & DISCUSSION OF RESULTS

As it is mentioned in chapter one, the purpose of this study was to assess the relationship between school leadership practice and student achievement in the school environment with a particular focus on the selected three governmental secondary schools in the city of Addis Ababa at Akaki Kaliti sub-city. The necessary data were gathered through questionnaire and observations. These data were analyzed and discussed procedurally herein.

The data collected through questionnaires were tabulated and analyzed using percentage and frequency. In addition to this, the data obtained through open ended questions and classroom observations were analyzed and discussed qualitatively.

This chapter, therefore, deals with the data presentation, analysis and discussion of the results collected through the above tools which intended to assess the main determinant factors for the relationship between school leadership style and student achievement in the school environment. Besides, what has to be noted here is that all the points in the next analysis were made in the context of the three sampled governmental secondary schools.

4.1 Questionnaire Data Analysis and Discussion

The questionnaire contains totally two items which were distributed to 341 students and 12 principal and vice-principal respondents.

4.1.1. Respondents' Demographic Features.

Table 1: Principals and vice principals sex, age, qualification, work experience and position.

No	Characteristics	Frequency	%	
1	Sex	Male	12	100
		Female	-	
		Total	12	100%
2	Age	21-30	1	8.33%
		31-40	8	66.67%
		41-49	3	25%
		Above 50 years	-	-
		Total	12	100%
3	Qualification	Diploma	-	-
		BA/BED	8	66.67%
		Philosophy	1	8.33%
		MA/MED in pedagogical science	3	25%
		Total	12	100%
4	Work Experience	1-5 years	3	25%
		6-10 years	6	50%
		11-15 years	1	8.33%
		16-20	2	16.67%
		Total		100%
5	Position	Appointed by the sub-city	8	66.67%
		By competition	4	33.3%
		Total	12	100%

A total of 12 questionnaires were distributed to the principals and vice principals respondents. All of the respondents returned the questionnaire. The characteristics of the respondents in terms of sex revealed that 12 (100%) principals were males. Based on this fact, the recruitment of principals and vice principals didn't include female principals in the secondary schools.

As it is reflected in the table 1 item 2, most of the respondents were within the age ranging from 31 – 40 years. All of the respondents were male. As shown in the table, female

principals were not there so that it needs empowering women in an important aspect. Regarding principals, 12(100%) of them were males only. Therefore, it is possible to conclude that females were under represented in the secondary school leadership position in the secondary schools of Akaki Kalitysub-city. Hence, there is a need to encourage females to the position of leadership in secondary schools.

As table 1, item 2 showed, 1 (8.33%), 3 (25%) and 8 (66.67%) of principals age fall in the range of 21-30 years, 41-49 and 31-40 years respectively. This showed that the majority of principals in the secondary schools of the sample selected schools were in middle age and younger. Therefore, being in these age categories might help the principals to work actively and facilitate the teaching learning process.

Table 1 above , item 3 also depicted qualification of respondents. Accordingly, 9 (75%) and 3 (25%) of principals have 1st degree and 2nd degree respectively. According to the education and training policy, the minimum qualification requirement for principals at secondary school (9- 10) is that principals should have obtained a 2nd degree; and from these facts, it is possible to deduce that the majority of secondary school principals in secondary schools of Akaki Kality sub-city lacked the appropriate qualification (master's degree) required for the position they are currently assigned to. Therefore, it could be difficult for secondary school leaders to regulate and monitor quality education without having appropriate qualification. Moreover, if the competencies of secondary school leadership are found to be low in regards to playing their roles and accomplishing their responsibilities properly, it may be difficult to realize in creating effective school environment and to come up with higher student achievement in the schools.

As indicated in table 1, item 4 above, 6 (50%), 3 (25%), 2 (16.67%) and 1 (8.33%) years of experience respectively and fall in the range of service year 6-10, 1-5, and 21-25,years respectively. According to item 4, principals fall within 6-10 range of service, which indicated that the majority of the principals in the secondary schools of Akaki Kality sub-city were well experienced and this could help them to contribute much on the employment of efficient leadership practices.

Concerning Table 1, item 5 among 12 principals and vice principals 8(66.67%) principals were appointed directly by the Akaki Kality sub- city of Education Office but 4(33.33%) principals were employed by competition. Consequently, most of the principals were attaining their position by higher officials.

Table 2: Techniques employed by principals to improve students' achievement.

No	Items	Responses	Responses	
			Principals	
			No	%
1	Has established knowledge of curricular issues in various subject areas.	SA	4	33.33
		A	8	66.67
		UN	-	-
		D	-	-
		SD	-	-
2	Checks the teachers' lesson notes and offers feedback/ supports where necessary	SA	5	41.67
		A	3	25
		UN	2	16.67
		D	2	16.67
		SD	-	-
3	Regularly evaluates the instructional methods and makes his/her contributions without obviously being Judgmental	SA	2	16.67
		A	5	41.67
		UN	3	25
		D	2	16.67
		SD	-	-
4	Share information about classroom activities with teachers.	SA	4	33.33
		A	6	50
		UN	2	16.67
		D	-	-
		SD	-	-
5	Gives teachers feedback on effective use of instructional time in their classes	SA	4	33.33
		A	6	50
		UN	2	16.67
		D	-	-
		SD	-	-
6	Make post conference after classroom visit to discuss the weak and strong points observed during teaching Learning	SA	4	33.33
		A	6	50
		UN	-	-
		D	2	16.67
		SD	-	-

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

With regard to table 2, the frequency and percentage for the responses of principals for 6 items were collected and calculated respectively to know the mechanisms that they use for improving student's achievement. All items under this dimension have said that strongly agree and agree are 1, 2,3,4,5 and 6(50%) in implementing all mechanisms for improving student's achievement in their schools. Checks the teachers' lesson notes and offers feedback/supports where necessary' and regularly evaluates the instructional methods and

makes his/her contributions without obviously being judgmental. Principals were strongly agreed in the implementing of items 1, 4, 5 and 6 items for improving student's achievement has established knowledge of curricular issues in various subject areas, Share information about classroom activities with teachers, give teachers feedback on effective use of instructional time in their classes and make post conference after classroom visit to discuss the weak and strong points observed during teaching learning with the percentage of (99.9 % , 66.67% , 58.34 % , 83.33, 83.33%, and 83.33%) respectively.

This implies that the principals were less focused on; 'Checking the teachers' lesson notes and offering feedback/supports where necessary' and regularly evaluates the instructional methods and makes his/her contributions without obviously being judgmental during teaching learning process .From this, it would be understood that the role of school leaders was poor in maintain the activities discussed so far.

The school leaders or principals did not use different mechanisms to check the teachers' lesson notes and offers feedback constantly, they evaluate the instructional methods and makes his/her contributions without obviously being judgmental and they do not support the classroom concerns of the teachers regularly.

As one can refer table 2 principals in the schools were doing effectively their role in the dimension has established knowledge of curricular issues in various subject areas like sharing information about classroom activities with teachers, giving teachers feedback on effective use of instructional time in their classes and make post conference after classroom visit to discuss the weak and strong points observed during teaching-learning.

Therefore, the researcher concluded from this data that most of the items 1- 6 were effectively implementing with the improving of student's achievement in their school.

Table 3: Trends in involving other concerned parties to Improve Students' Achievement.

No	Items	parameters	Category	
			Principals	
			Frequency	%
1	The extent which principals involve parents in formulating school policy and program	5	3	25
		4	6	50
		3	3	25
		2	-	-
		1	-	-
2	The extent to which the principals involve for implementing school policy and program	5	6	50
		4	2	16.67
		3	3	25
		2	1	8.33
		1	-	-
3	participation of parents in students' discipline problem	5	6	50
		4	4	33.33
		3	2	16.67
		2	-	-
		1	-	-
4	The extent to which the principals involve parents come to school for meeting and provide constructive ideas	5	5	41.67
		4	7	58.33
		3	-	-
		2	-	-
		1	-	-
5	The extent to which the principals create a strong link between parents/ stakeholders and improve the teaching learning process	5	3	25
		4	6	50
		3	2	16.67
		2	1	8.33
		1	-	-
6	The extent which to which the principals involves parents and stakeholders in supporting the school by their finance	5	4	33.33
		4	4	33.33
		3	4	33.33
		2	-	-
		1	-	-

N.B: 5= Very high, 4= High, 3= Medium, 2= low, 1= Very low

With regard to table 3, the frequency and percentage for the responses of principals for 6 items were also collected and calculated their percentage respectively to know mechanisms that principals used to improve students' achievement in the three high schools.

All items in table 3 shows that the implementing mechanisms used for improving student's achievement in their schools. Principals were strongly implementing 1,2, 3, 4, 5 and 6 mechanisms or items like the extent which principals involved parents in formulating school policy and program, The extent to which the principals involves for implementing school

policy and program, the extent to which the principal involves parents in student discipline problem, the extent to which the principals involve parents come to school for meeting and provide constructive ideas and the extent to which the principals created a strong link between parents/ stakeholders and improve the teaching learning process which were recorded acceptable percentage (75%, 66.67%, 83.33%, 100% , 75% and 66.66) respectively for improving Students' Achievement in their schools.

One can therefore understand from this table that principals were less focusing on implementing the extent in which the principals involve parents and stakeholders in supporting the school by their finance for the improvement of students' performance in their schools.

Therefore, based on the above mentioned ideas and gathered data, the research concluded that most of the mechanisms / items 1, 2 , 3, 4,5 and 6 were effectively implementing to more than 50 % for improving student's achievement in their school.

Table 4: Performance of various activities in the school to improve students' achievement.

No	Item	Frequency and %	Response				
			SA	A	UD	D	SD
1	Regularly collect classroom information on student achievement	No	4	6	-	2	-
		%	33.33	50	-	16	-
2	Use test/exam results and grade reports to assess academic progress of Students	No	5	5	-	2	-
		%	41.6	41.6	-	16	-
3	Regularly meet teachers to discuss on students' academic progress	No	-	8	2	2	-
		%	-	66.6	16.67	16	-
4	Regularly talk with parents regarding students' academic progress	No	-	7	-	5	-
		%	-	59	-	41	
5	Make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools	No	4	6	-	2	-
		%	33.33	50	-	16	-

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

With regard to table 4, the frequency and percentage for the responses of principals for 5 items were collected and calculated respectively to know the activities of the school

principals and showed to what extent it improved students' achievement in the three high schools. The items which is indicating that the school principals showed to what extent it improves students' achievement in the three secondary schools is above 50% , all the items were indicating that the school principals responded strongly agree and agree are listed (83.33%, 83.2%, 66.6%, 59% and 83.33%) respectively like regularly collect classroom information on student achievement, regularly meet teachers to discuss on students' academic progress, regularly talk with parents regarding students' academic progress and make analysis of standardize exam results to see the performance of the school in relation to other schools.

This implied that the principals agreed and were able to collect information in their daily activities of the school through the items like regularly collect classroom information on student achievement, regularly meet teachers to discuss on students' academic progress, regularly talk with parents regarding students' academic progress and make analysis of standardize exam results to see the performance of the school in relation to other schools for improving students' performance in the respected high schools. However, they were fall to do so in performing like use test/exam results and grade reports to assess academic progress of students in their school for student's achievements in their school.

Hence, the researcher made a general conclusion that most of the principals were effective in gathering information through the aforementioned items like regularly collect classroom information on student achievement, regularly meet teachers to discuss on students' academic progress, regularly talk with parents regarding students' academic progress and make analysis of standardize exam results to see the performance of the school in relation to other schools for improving their students' academic performance and to what extents it is helpful. However they were not able to collect information through like use test/exam results and grade reports to assess academic progress of Students for improving their students' academic performance and to what extents it is helpful.

Table 5: Responsiveness of the principals in fulfilling the needs of the students' achievement.

No	Items	parameters		Category	
				Principals	
				Frequency	%
1	The extent to which your school possess competent qualified teachers in all subjects	Very high	5	4	33.33
		High	4	4	33.33
		Medium	3	3	25
		Low	2	1	8.33
		Very low	1	-	-
2	The extent to which your school possess enough reference materials in the school library	Very high	5	4	33.33
		High	4	5	41.67
		Medium	3	3	25
		Low	2	-	-
		Very low	1	-	-
3	The extent to which your school possess necessary student text books	Very high	5	6	50
		High	4	2	16.67
		Medium	3	2	16.67
		Low	2	2	16.67
		Very low	1	-	-
4	The extent which your school posses adequate amount of finance /budget/	Very high	5	5	41.67
		High	4	-	-
		Medium	3	4	33.33
		Low	2	3	25
		Very low	1	-	-
5	The extent which your school posses enough desks and classrooms	Very high	5	6	50
		High	4	3	25
		Medium	3	3	25
		Low	2	-	-
		Very low	1	-	-

N.B : 5= Very high, 4= High, 3= Medium, 2= low, 1= Very low

Table 5 clearly revealed that the frequency and percentage for the responses of principals for 5 items were collected and calculated their percentage respectively to evaluate how the school principals were responsive in fulfilling the needs of the students' achievement in the three high schools.

As one can infer from table 5 item numbers 1,2,3,4, and 5 the principals responded high (66.66%,75%,66.67% ,41.67% and 75% respectively) in designing evaluation format how they were responsive in fulfilling the needs of the students' achievement like the extent to which your school possess necessary student text books and the extent which your school possess enough desks and classrooms in their schools, but they were not able to design evaluation format how they are responsive in fulfilling the needs of the students' achievement

in the three high schools < 50 % in all parameters like the extent to which your school possess competent qualified teachers in all subjects, the extent to which your school possess necessary student text books and the extent which your school possess adequate amount of finance /budget/.

From the above table the research could conclude that the principals are not skill full in designing evaluation formats how they are responsive in fulfilling the needs of the students' achievement in their schools. This is might be due to lack of time and professional skill as gathered through interview of the principals.

Table 6: Students' response on Principals' daily activities in the school

No	Items	Responses	Responses	
			Students	
			No	%
1	Principals rely much on punishment	SA	104	30.50
		A	109	31.96
		UN	47	13.78
		D	34	10.00
		SD	47	13.78
2	Principals have directive character	SA	83	24.34
		A	105	30.79
		UN	81	23.75
		D	40	11.73
		SD	32	9.40
3	Principal gives emphasis to group decision – making	SA	80	23.46
		A	104	30.50
		UN	71	20.82
		D	52	15.25
		SD	34	9.97
4	Principals ask students and take their ideas into consideration before taking decision	SA	72	21.11
		A	99	29.03
		UN	60	17.60
		D	70	20.53
		SD	40	11.73
5	Principals give complete freedom to the students	SA	84	24.63
		A	95	27.86
		UN	62	18.18
		D	60	17.60
		SD	40	11.73
6	Principals try to satisfy everyone in the school	SA	107	31.38
		A	72	21.11
		UN	86	25.22
		D	40	11.73
		SD	36	10.56

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

Table 6 clearly revealed that the frequency and percentage for the responses of principals for 6 items were collected and calculated their percentage respectively to know statements about principal's daily activities in the school for improving students' achievement. As one can refer table 7 majority of students have said agree 213 (62.46 %),179(52.49),188(55.13 %) 184(53.96 %), 179(50.14 %) and 179 (52.49 %) respectively for the items like Principals rely much on punishment, principals have directive character, principal gives emphasis to ask students and take their ideas into consideration before taking decision and principals give complete freedom to the students daily in the school for improving students' achievement in

their schools. But some students have said strongly agree 107 (31.38 %) for the item principals try to satisfy everyone in the school for improving students' performance in the three high schools.

As one can infer from table 6, the respondents responded strongly agree and agree 213 (62.46%) and

that the principals were much focused on like the item principals rely much on punishment on their daily activities in the three secondary schools. This indicates that the principals were not giving much emphasis to the other items like principal gives emphasis to ask students and take their ideas into consideration before taking decision, principals give complete freedom to the students and principals try to satisfy everyone in the school for improving their students' academic achievement in the three high schools.

Hence from table 6 the researcher concluded that the principals were focusing on punishing students in their daily activities rather than implying more emphasis on the other items from improving the student's academic performance in their schools.

Table 7: Students' response on Leadership practice that principals used in their schools

No	Items	parameters		Respondents	
				Students	
				Frequenc	%
1	Democratic leadership	Very high	5	76	22.29
		High	4	73	21.41
		Medium	3	67	19.65
		Low	2	62	18.18
		Very low	1	63	18.47
2	Authoritative leadership	Very high	5	60	17.60
		High	4	105	30.79
		Medium	3	82	24.05
		Low	2	47	13.78
		Very low	1	47	13.78
3	Laissez-faire leadership	Very high	5	72	21.11
		High	4	105	30.79
		Medium	3	74	21.70
		Low	2	60	17.60
		Very low	1	30	8.8
4	Combination of the three	Very high	5	60	17.60
		High	4	74	21.70
		Medium	3	89	26.10
		Low	2	59	17.30
		Very low		59	17.30

N.B 5=Very high, 4= High, 3= Medium, 2= low, 1= Very low

To see Respondents' view on secondary school leadership style implemented by leaders first a detail explanation was given on the meaning of democratic leadership, authoritative leadership, laissez-faire leadership and combination of the three for the students and the above distributed frequency of responses were recorded if it was necessary at the time of filling the questionnaire.

With regard to table 7, the frequency and percentage for the responses of students for items 4 were collected and calculated their percentage respectively to know on secondary school leadership style implemented by leaders for students' achievements in the three secondary schools.

For all items under this dimension, the respondents have said that very high 149 (43.70%), high 165 (48.39%), high 177(51.90 %) and medium 134(39.30) democratic leadership, authoritative leadership, laissez-faire leadership and combination for their principal's

leadership style the implement in their school. Therefore, most respondents' view of the leadership style relays on a mixed kind of view.

Furthermore, the above item using situational leadership has helped them balance their leadership approaches. They also reflected that students' academic success will be improved when the leadership styles is the combination of all styles. Generally, all leadership style used in the sampled schools is moderate to help individual teachers to be effective in their instructional activity and for students to perform their academy effectively.

Hence, it was concluded from this point of view that the leaders in the three secondary schools were implementing mixed or combination of the three leadership styles for improving student's achievement in the three secondary schools.

Presentation and Analysis of Data Obtained Through Observation

The analysis and presentation obtained through observation is presented below. To fulfill the observation of the library, laboratories science kit, textbook, pedagogical Center and teaching aid, student furniture (chair and table), black board and chalk, tutorial, Class rooms, Water supply, electric power, separate toilet for male & female students were observed in the three selected secondary schools. The observation was conducted by the researcher and the result of observed cases were added up and presented in the following ideas.

Among the above observations made in the three secondary schools, the researcher has observed lack of laboratory, library, textbooks, Pedagogical Center and teaching aid. On the other hand class rooms, tutorials, furniture, black board and chair were observed enough availability in the three secondary schools for this study. Additionally, the data obtained from observation indicated that 100% of the walls of classrooms were paint attractive, the chalk board also standardized, the chairs is not easy movable, the class room not arranged to facilitate active learning and there was not sufficient space between desks and students for instructional activities because three students were sitting on one desk.

4.2 Suggestions obtained from open ended questions of students

4.2.1 Problems identified both for teachers and students

One of the students problem mentioned was that they did not give attention to a lecture given by their teachers attentively and missing classes due to different reasons like the consecutive days after holidays. The other problem mentioned was some teachers are also missing classes and they have also skill problem in teaching and these teachers simply waste time in punishment students instead of teaching properly. Some teachers did not properly understand students problems they simply insult them some time they use bad words. The other big problem mentioned by students is that there is shortage of text books and reference materials that hinders their successes in academic achievements. The other big issue raised by students in the open ended questions is that the principals are not responsive for the problems happened by the students and by the teachers as well. Moreover, some students are using bad drugs like hashish, maruana and they also come drunk to school.

Principals failed to communicate with all stakeholders and parents are not involved solving the problems in the teaching learning processes. The problem of principals was that most of their time invests in meeting like not related to the school environment like unplanned meeting by external bodies and others.

4.2.2 Solutions suggested by the students and others

- Every stakeholder is participating in solving the problems of teaching learning for the students.
- The leaders are spend more time on how to improve students' academic performance
- The MOE and other concerned bodies are fulfilling teaching-learning materials for the school and their students respectively.
- Principals and other member of the schools should give series punishments for the students who are out of the ethics of the academic society and the school is establish a discipline committee or council for this and other purposes.
- There are a smooth relationship between a students, leader of the school and teachers.
- Missed class are make compensated and rearrange make up classes

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main propose of the study was to assess that principals use to enhance the students' achievement in three governmental secondary schools at Akaki Kality sub-city. The study examined factors which contribute to a significant extent in influencing students' performance. The research participated secondary school principals (principals and vice principals) and student representatives of sample schools under three purposely selected secondary schools.

To this end, the following basic research questions were posed:

- Is the relationship between principal's leadership practice and student's achievements?
- What kind of mechanisms was adopted by the principals of the selected governmental high schools to improve students' achievement?
- Do school principals engage parents and other stake holders in different activities and discussion that promote students achievement?

So as to deal with the basic questions, related literatures were reviewed; questionnaire and observations were implemented as the means of the study. The research was analyzed by using frequency count and percentage. Results from this statistical analysis have revealed the following main findings.

- Concerning the characteristics of respondents, it was found the participants that showed the majority of principals in the secondary schools of the sample selected secondary schools were in middle age and younger. All the respondents were male. When their qualifications were taken into consideration, most of the participants in the study hold first degree and few with their second degrees (MA"s). The majority of the respondents work experience range from 5 -25 years.
- Concerning trends in involving other concerned parties to improve students' achievement. Principals were strongly the implementing items like the extent which principals involves parents in formulating school policy and program, the extent to which the principal involves parents in student discipline problem, the extent to which

the principals involves parents come to school for meeting and provide constructive ideas and the extent to which the principals creates a strong link with parents to improve the teaching learning process. However, they were not effective in implementing mechanisms like the extent to which the principals involves parents and stakeholders in supporting the school by their finance for improving students' achievement in their schools. Therefore, based on the above mentioned ideas and gathered data, the researcher strongly recommended that most of the mechanisms /items were effectively implementing for improving student's Achievement in their school.

- Regarding Performance of various activities in the school to improve students' achievement. Except item like use test/exam results and grade reports to assess academic progress of students, all the items like regularly collect classroom information on student achievement, regularly meet with teachers to discuss on students' academic progress, regularly talk with parents regarding students' academic progress and make analysis of standardize exam results to see the performance of the school in relation to other schools were indicating that the school principals have implemented in performing various activity to improve students achievement in their school. However, they were less effective in using test or exam results and grades in assessing students' performance in the school.
- Concerning responsiveness of the principals were effective in fulfilling the needs of the students' achievement like the extent to which your school possess necessary student text books and the extent which your school possess enough desks and classrooms in their schools. Hence from this one could conclude that the principals are not skill full in designing evaluation format how they are responsive in fulfilling the needs of the students' achievement in their schools.
- Regarding leadership styles that principals used in their schools to improve students' achievements. Most respondents' view of the leadership style relays on a mixed kind of view. Hence, one could conclude from this point of view that the leaders in the three secondary schools are implementing mixed or combination of the three leadership styles for improving student's achievement in the three secondary schools.
- Concerning principal's daily activities in the school for improving students' achievement. As it is indicated the result in table 7, principals were much focused on punishment on their daily activities in the three high schools. This indicates that the principals were not giving much emphasis to the other items like principal gives

emphasis to group decision – making, principals ask students and take their ideas into consideration before taking decision, principals give complete freedom to the students and principals try to satisfy everyone in the school for improving their students' academic achievement in the three high schools. Hence could conclude from this that the principals were focusing on punishing students in their daily activities rather than implying more emphasis on the other items from improving the student's academic performance in their schools.

5.2 Conclusions

Based on the results of the major findings of the study, the following conclusions were drawn. Based on gender fairness, leadership practices have been excluding female leaders that the sampled secondary schools have been lead by male principals and vice principals dominantly.

With regard to techniques employed for improving students' achievement, principals were poor in establishing knowledge of curricular issues in various subject areas, checking the teachers' lesson notes and offering feedback/supports where necessary. This ineffectiveness can block the way in developing an advanced level of educational achievement.

Parents involvement in the overall school based activities was less that teachers motivation was not aroused by rewards and praises that can be given by them. This leads to conclude that, loose involvement of parents could possibly elevate teachers' poor performance and lack of interest in their work places. Learners' achievement was possibly affected with this inefficient interaction.

The school principals have good performance of various activities in the school along with collecting classroom information regularly, using test/exam results and grade reports to assess academic progress of Students, meeting teachers regularly to discuss on students' academic progress. Creating such a sound interrelation regarding the above mentioned factors can maximize the learners' capacity in the creation of a well built learning in the schools.

Furthermore, the school principals have got a viable directive character; however, they mainly rely on punishment. This practice has got a potential to ruin the overall activities held in the school so that it can destroy the development of healthy working atmosphere which plays a pivotal role in the attainment of an advanced students' achievements.

5.3 RECOMMENDATIONS

Based on the findings, the author recommends the following points for concerned Education bureau and other concerned bodies:

- The attainment of M.A and above in related field of study helps to improve students achievement in their schools.
- Practicing the following points plays a constructive role to improve students 'academic performance in their school.
- ❖ Increase the extent of involving parents and other stakeholders in supporting the school by their finance and other issues.
- ❖ Use test or exam results and grades in assessing students' performance in the school.
- ❖ Designing evaluation format
- ❖ Principals are make a regular discussion meeting with students on how the teaching – learning going on and what they need to support their learning.
- The employment of punishment hinders the practice of principals on their daily activities in their school.
- Empowering Female principals can be attained through training for the principles of leadership.
- Sub city Education office in collaboration with the school principals are advised to create and facilitate different trainings, seminars and workshops for the school members in order to achieve the current information and update them for the better academic achievement of the students in the school.
- There was less relationship between principals and students for academic achievement of students in the three high schools and insufficient contributions of school Principals for students' achievement and success. The researcher strongly recommended that the principal they need to devote their time and effort to think about leadership practice in schools and take necessary actions by discussing the problem with the concerned stakeholders to manifest students' good relationship with achievement.

- Addis Ababa Education Bureau and Sub city Education offices are facilitate and solve the educational resource limitation in the schools and provide regular support for the schools. In order to increase their students' achievement, it is strongly recommended that the school principals are advised to give attention to activities and defend things that come other than these responsibilities through continuous discussion with concerned bodies based on data and concrete evidence on the advantages and disadvantages.
- The concerned offices are supporting the available material for laboratory, library, textbooks, Pedagogical Center and teaching aid for the improvements of student's achievement.

REFERENCES

- AyalewShibeshi. (2000). Theories of educational Management (EDAD 611). Addis Ababa University: Unpublished teaching material.
- Bass, B., M&Avolio, B.J (1990) Transformational leadership
- Beare, Caldwell and Millikan (1989) Beare, H., Caldwell, B., & Millikan, R. (1989).Creating an Excellent School. London: Routledge.
- Blasé, J, and Blasé, J.(1999). Principals' instructional leadership and teacher developments Teachers perspective. Educational Administration Quarterly, 35(3),349 – 378.
- Bush, T. (2007). Educational Leadership and management: Theory, Policy and Practice, 9 (3),
- Chandan, S.(2004). Management Theory and Practice. New Delhi: Vicas Publishing House PVT
- Chris, P. J. (1992). Purposeful structuring creating a culture for learning and achievement in elementary schools.Washington DC: Palmer press.
- Coleman, J. S. et al. (1966). Equality of educational opportunity. Washington, DC: U.S. G. Printing office.
- Corbally E. John, et. al. (1961).Educational Administration: The Secondary School. Boston:Allyn and Bacon, Inc.
- Davis, 1998, p. 59). A study by Andrew and Soder (1987) reported the behaviors of instructional leaders impacted the performance of student achievement, especially low achieving students.
- Day, C. (2000). Leading school in times of change. Philadelphia: Open University.
- Dubrin, A. J. (1998). Leadership: Research, findings, practice and skills (2nd edn.). Boston Houghton Mifflin Company. Efficacy, Teaching and Teacher Education,

- Fuller (1989) when he investigated what principals report they do in an effort to enhance student achievement.
- Gamage, T. (2006). Professional Development for Leaders and Managers of Self-Governing Schools. Amsterdam: Springer.
- Glover & Law, (2000) Educational Leadership and learning. London: Open University Press.
- Gorton, A, (1993). School Administration and Supervision: Leadership Challenges and Opportunities (2nd ed.). Dubuque Iowa, WC brown publisher Co.
- Hallinger, P., & Heck, R. (1999). Next generation methods for the study of leadership and school improvement. San Francisco: Jossey-Bass.
- Hallinger, P., & Heck, R. (1998). Exploring principal's contribution to school effectiveness: 1980-1995. School Effectiveness and School Improvement,
- Hammond, D. L., Meyerson, D., Lapointe, M. & Orr, T. M. (2010). Preparing Principals for a Changing World. San Francisco: Jossey-Bass.
- Harris, A. & Muijs, D. (2005). Improving Schools through Teacher Leadership. London: Open University Presses McGraw-Hill Education.
- Heck, Larsen, and Maccoulides (1990) suggested the relationship between a principal's leadership style and levels of student achievement is extremely complex.
- Hersey, P. & Blanchard, K. H. (1982). Management of Organizational Behavior: Utilizing Human Resources (4th edn.). Englewood Cliffs: Prentice Hall.
- Hersey, P., & Blanchard, K. (1984). Management of organizational behavior (4th ed.). Englewood Cliffs: NJ: Prentice-Hall
- Hopkins, D., Ainscow, M., & West, M. (1994). School Improvement in an Era of change Lond.
- Kouzes, J.M. & Posner, B.Z. (2003). Leadership challenge (3rd edn.). San Francisco:.

- Lauglo, J. (1997) 'Assessing the present importance of different forms of decentralization in education', in K. Watson, C. Modgil and S. Modgil (eds), *Power and Responsibility in Education*, London: Cassell.
- Leithwood et al., (1999). *Effective Principals are leaders whose work transforms the schools in which they work.*
- Leithwood, K. & Jantzi, D. (1999). The effects of transformational Leadership on organizational conditions and student engagement with school. *Journal of Educational Administration* 38 (2), 112-119.
- Leithwood, K., & Duke, D. L. (1999). *A century's quest to understand school leadership..San Francisco: Jossey-Bass.*
- Leithwood, K., & Jantzi, D. (1990). *Transformational leadership: How principals can help reform school cultures. School effectiveness and school improvement*, 1(4), 249
- Leithwood, K., & Riehl, C. (2003b). *What do we already know about successful school leadership? (Report).*New Brunswick, NJ: AERA Division ATask Force on Developing Research in Educational Leadership.
- Locke, E and Lathman, G.A. (1990). *Theory of goal setting and task achievement.*London Cliffs NG: Prentice Hall London: Routledge.
- Lussier, R. N. & Achua, C. F. 2001. *Leadership: Theory, Application and Skill Development.* USA: South- West College Publishing.
- Masuku, S. L. (2011). *The Instructional leadership Role of The high school head in Creating a Culture of Teaching and. Learning in Zimbabwe (Published Doctoral Dissertation).* University of South Africa
- MoE (2002). *The education and training policy and its implementation.* Addis Ababa EMPDA. Publishing Inc.
- MoE (2007). *Review of Ethiopian Education and Training Policy and Its Implementation.*Addis Ababa: USARD

- MoE(2005). Educational statics annual abstract.Addis Ababa, Ethiopia.
- MoE. (2010) . General Education Quality Assurance package. Addis Ababa
- Mullins, J. (2002). Management and Organizational Behavior (6th edn.). Italy: LombardaRotolito. of Leadership in Education. Nashville, TN: Vanderbilt University.
- Murphy, 1998). Huff, Lake, and Schaalman (1982) investigated the relationship between a principal's leadership traits and student achievement.
- Oakland, E. (1993). Total Quality management: The Route to Improving Performance. London: Clays, St. Ivas Plc.
- Pejza, John P. (1985). "The Catholic School Principal: A Different Kind of Leader." Paper presented at annual meeting of the national Catholic Education Association, St Louis.
- Pont, B., Nusche, D. & Moorman, H. (2008).Improving School Leadership Volume 1: Policy and Practice, Paris: Organization for Economic Cooperation and Development
- Rowley, J. (1997). Academic leaders: Made or born. Journal of industrial and commercial training, 29. No 3.
- Scheerens, J., &Bosker, R. J. (1997).The foundations of educational effectiveness.New York: Elsevier.
- Schermerhorn, J. R, Hunt, J. G & Osborn, R. N. (2000).Organization behavior. New York. Wiley and Sons Inc.
- Sergiovanni, T. J. (1984). Leadership and excellence in schooling.Educational 104 Leadership, Sanfrancisco, CA: Jossey-Bass 41 (5), 4-13.
- Squires, G. (2001). Management as a professional Discipline.
- Stodgill, 1997 stodgill, R.M (1997). Leadership, membership.

- TemesgenMelaku. (1998). A study of principals instructional leadership effectiveness and Factors in senior Secondary Schools of Amhara Region, AAU Unpublished
- TemesgenTeshome (2011). The relationship between Leadership Style and Employee Commitment in Private Higher Education Institution of Addis Ababa Cityn (Master's Thesis).
- TigistuAwelu (2012). Perception of Leadership in Effectiveness of school Improvement Program: The Case of Selected High Schools in Addis Ababa City Administration (Unpublished MA Thesis). Addis Ababa University.
- Trottier, T., Van Wart, M., and Wang, X. (2008).Examining the Nature and Significance of Leadership in Government Organizations. Public Administration Review, 319-333 Retrieved October 23, 2014
- Ubben, G. C., Hughes, L. W & Norris, C. J. (2001).The Principal: Creative leadership for excellent schools. Boston: Allyn and Bacon.
- Welte, Carl E (1978) "Management and Leadership: Concepts with an Important Difference." Personnel Journal 57, 11.
- Welton, J. and Blandford, S. (2005). The Key to Effective School Management. London: Tylor& Francis e-Library.
- WossenuYimam, (2006). Educational leadership. Addis Ababa. Alpha, University College.
- Yukl, G.A. (2002) Leadership in Organizations, 5th edn, Upper Saddle River, NJ: Prentice-Hall.
- Yukl, G. (1999). An Evaluation of Conceptual Weaknesses in transformational and Charismatic Leadership Theories. Leadership Quarterly, 10 (2), 285 – 305
- Yukl, G. (2008). Leadership in Organizations (7th Ed.). New York: Lehigh- Poerix.
- Yusuf .K.K. Nusumba (2008).Analysis of leadership style and school achievement of secondary school in Uganda.Nelson Mandela Metropolitan University

7. APPENDICES

APPENDIX I
 ADDIS ABABA UNIVERSITY
 SCHOOL OF GRADUATE STUDIES
 COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
 DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
 ADDIS ABABA

Observation Checklist Availability of Facilities in the School

Name of the school: _____

Location:

a) Sub – city: _____

b) Woreda: _____

No	Items/facilities	Facilities		
		availability		Not available
		Adequate	Inadequate	
1	Learning Facilities			
	Libraries			
	Laboratories Science kit			
	Textbook			
	Pedagogical Center and teaching aid			
	Student furniture (chair and table)			
	Black board and chalk			
	Tutorial			
2	School Environment			
	Classrooms			
	Water supply			
	Electric power			
	Separate toilet for male & female students			

APPENDIX II

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
ADDIS ABABA

DEAR RESPONDENTS

Questionnaire: To be filled in by Secondary School Principals and Vice Principals

Dear respondent,

I am post graduate (master) students of Addis Ababa University; Ethiopia. The purpose of this study investigates and examines the main factors for the relationship between school leadership practice and student achievement in the school environment. The researcher selects three high schools to study principals' perceptions of concerning their leadership styles and behaviors that may lead to enhanced students' achievement. The information gathered through this questionnaire will be used strictly for academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions and each item in the questionnaire carefully before you give response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note:

- ❖ No need of writing your name
- ❖ Each question has its own instruction
- ❖ Give only one answer to each item unless you are requested to do so.
- ❖ Make a tick $\sqrt{\square}$ mark in the place provided to show your responses.

Thank you in advance for your cooperation!

Name of the school: _____

Location:

a) Sub – city: _____

b) Woreda: _____

PART-I Personal information

Instruction: Please indicate your answer by making a “√” mark or writing where it is necessary in space provided.

1. Sex: Male Female

2. Age: below 20 21 – 30 31 – 40 41 – 50 Above 50

3. Work experience in years

3.1 Total 3.2 on the current Position

4. Qualification (field of specialization) in:

4.1 Under graduate program

a. Edpm b) subject major _____

c) Pedagogical science d) other, please specify _____

4.2 Graduate Program

a. Edpm b. Psychology c. Curriculum

Other, please specify _____

PART- II Principals techniques

Instruction: The following Items are designed to Assesses Principals’ Techniques for Improving Student’s Achievement. Therefore, put the (√) mark in the places provided against the choices.

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

No	Item	Response				
		SA 5	A 4	UD 3	DA 2	SD 1
1	Has established knowledge of curricular issues in various subject Areas					
2	Checks the teachers' lesson notes and offers feedback/ supports where necessary					
3	Regularly evaluates the instructional methods and makes his/her contributions without obviously being judgmental					
4	Share information about classroom activities with teachers					
5	Gives teachers feedback on effective use of instructional time in their classes.					
6	Make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning					

PART- III

Instruction: The following Question Items are designed to Identify Mechanisms that Principals used to Improve Students' Achievement. Therefore, put the (√) mark in the places provided against the choices.

N.B 5= Very high, 4= High, 3= Medium, 2= low, 1= Very low

No	Items	V H 5	H 4	M 3	L 2	VL 1
1	To which extent principals involves parents in formulating school policy and program					
2	To which extent the principals involves for implementing school policy and program					
3	To which extent the principal involves in student discipline problem					
4	The extent to which the principals involves parents come to school for meeting and provide constructive ideas					
5	The extent to which the principals create a strong relationship with students to improve the achievements					
6	The principals invite parents and stakeholders in supporting the school by their finance					

PART-IV

Instruction: The Following Questions are Regarding the Activities of the School Principals to Show in What extent it improves students' Academic Achievement. Therefore, put the (√) mark in the places provided against the choices.

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

No	Item	Response				
		SA 5	A 4	UD 3	DA 2	SD 1
1	Principals regularly collect classroom information on student achievement					
2	Use test/exam results and grade reports to assess Students academic progress					
3	Regularly meet teachers to discuss on students' academic progress					
4	Regularly talk with parents regarding students' academic progress					
5	Make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools					

PART- V

Instruction: The Following Questions are designed to evaluate how the School Principals are responsive in fulfilling the needs of the students' Achievement. Therefore, put the (√) mark in the places provided against the choices.

N.B 5= Very high, 4= High, 3= Medium, 2= low, 1= Very low

No	Items	VH 5	H 4	M 3	L 2	VL 1
1	To which extent your school possess competent a qualified teachers in all subjects					
2	To which extent your school possess enough reference materials in the school library					
3	The extent to which your school possess necessary student text books					
4	The extent which your school posses adequate amount of finance /budget/					
5	The extent which your school posses enough desks and classrooms					

PART- VII

Open ended questions for Principals

1. Please, write three major problems that principals face during provision of leadership in the teaching - learning process.

2. If any

3. What do you think are the solutions for the problems you observe?

APPENDIX III

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
ADDIS ABABA

Questionnaires to be filled by Students

PART-I

Instruction: The following are statements about leadership styles in secondary schools; please rate each statement from strongly agree to strongly disagree by putting (√) mark in the columns provided using the following scale.

I. Personal Information

1. Name of your school: _____ 2. Sex: _____

3. Age: _____ 4. Grade level: _____

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

SD = Strongly Disagree (1)

Table 6: Principal's daily activities in the school for improving students' achievement;

No	Regarding styles of leadership	SA (5)	A (4)	UD(3)	DA(2)	SD(1)
1	Principals rely much on punishment					
2	Principals have directive character					
3	Principal gives emphasis to group decision – making					
4	Principals ask students and take their ideas into consideration before taking decision					
5	Principals give complete freedom to the students					
6	Principals try to satisfy everyone in the school					

Table 7: Leadership styles that principals used in their schools to improve students' achievements.

No	Regarding styles of leadership	Very high	V/ high	V/high	V/ high	V/ high
1	Democratic leadership					
2	Authoritative leadership					
3	Laissez-faire leadership					
4	Combination of the three					

Part III

Open ended Questions for Students

1. Please, write any major problems students face during teaching - learning process.

2. If any

3. What do you think are the solutions for the problems you observe?
