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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE SCHOOL PRINCIPAL PERFORMANCE AND  
ITS RELATIONSHIP TO STUDENT ACHIEVEMENT IN  
SECONDARY SCHOOL IN WESTERN SHOA ZONE**

**BY:  
DESSALEGN BENTI**



**JUNE 2005  
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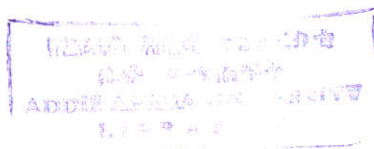
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## ABSTRACT

*The major purpose of the study was to examine the relationship between principals' performance and student achievement in some secondary schools in western Shoa Zone. For the study purpose eight secondary schools were selected by simple random sampling techniques among 12 secondary schools in Western Shoa Zone. Questionnaire was used to rate principal work efficiency. To rate principals' performances 50% of teachers were selected randomly by simple random sampling techniques from each sample school and two wereda education administrators purposely participated in rating principal performances from each wereda education office on these sample schools. The sample schools students' GPA and different grade result in EGSECE obtained from students mark list from record office of each sample school. Pearson correlation moment also computed the data to analyze the relationship between principal performance and students achievement. The study revealed that there were significant relationship of teachers' perception of principal administrative function of planning and coordinating to students academic performance (2.00 and above GPA in EGSECE).*

*The study correlated between wereda education administrators' perception of principal administrative function and students achievement (2.00 and above GPA in EGSECE). The result indicated significant relationship between principal administrative function of coordinating and entire administrative practices with students GPA.*

*The other correlation computed between the subject teachers' perception of principal performance and students subject passing (grade "c" and above in EGSECE). It showed strong relationship in principal performance and students (Amharic, Mathematics, Biology Affan Oromo and Civic) achievement. Further the correlation computed among teachers and wereda education administrators' perception of principals' administrative functions and students total subjects grade "C" and above in EGSECE. The study result revealed that the principal administrative function of coordinating in both of rating groups indicated a better relationship with students academic performances.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Administrative improvement in schools is often done to effect change in organization. Zonal and wereda education departments expect that the newly assigned principals are often given mandates to change academic performance, teacher-parent relation and school climate and culture.

Principals who are able to facilitate site-based decision-making, establish and maintain a positive culture, and improve student performance are considered to be effective principals: and their schools are perceived as successful by wereda and zonal department of education and also by the local community.

It was in the field of education that early researchers began to consider the competence of school principal in managerial process, characteristics of school principal and behavioral pattern effects staff relationship and administrative exercises of school principal in different areas (discipline measure, and financial administration) studied in different regions of Ethiopia. The focuses of educational research undertaken by Taye (1997) looked at school administration and leadership perception of student disciplinary problem in Oromia Region. The study examined perception of the administrators concerning the current student disciplinary problems and initiating to copy some strategies to keep the problem in acceptable limit. The study result suggests that those students' disciplinary problems which occur most frequently tend to be fairly passive in nature.

is interested to study the relationship between principal performance and student achievement in some selected secondary schools of western Shoa Zone.

The school administrator has a key role in the commitment, planning & implementation of education in the school. Therefore, the school administrators should understand values of the faculty, the attitudes of the staff and students to bring them toward teaching effectiveness (Troutman Fr. 1997).

Administrative culture is best characterized as the sum of the personal and organizational values. These personal and organizational administrative values govern the behavior of public, personal, societal, professional, and bureaucratic norms, and infuse bureaucratic making with a myriad of opportunities for both internal and external forces to dominate outcomes (Schmidt, 2003). The school principal works cooperatively with the school and staff to provide effective education experiences. He/She coordinates efforts of faculty and staff toward a common goal (Troutman 1997-98).

Williams (1964) indicated that school administrative behavior must be oriented favorably toward the teacher and the task clarification and mutual acceptance of the roles of individuals and subgroup should be sought. The purpose of the school is to facilitate learning and the principal purpose of administration is to serve the needs of students in a learning situation through an acceptable pattern of personnel organization.

The secondary school principal has a complex task in the administration of teachers. The education of children represents the central purpose of any school and the teacher is the important individual in providing a quality education that permit maximum student growth and

development. The development of personnel programs for the improvement of teaching involves many administrative skills that cannot be overlooked (Williams 1964).

### ***1.1.1. General Administration Function***

A major function of the principal is to manage all aspects of the school, including the instructional program, school plant, pupil and personnel services, and budget. Douglass (1964) suggest some principal administration function as follows:

1. The principal is an "organizational man" who must not only build but sustain an organization of the school.
2. He/She plays an important role in communicating his/her ideas to those with whom he/she works, and he/she must be responsive to the communications of others as they relate to the welfare and progress of the school and its constituents.
3. He/She provides the leadership required to make the school responsive to the impact of the changing world outside while giving guidance to the outside social order as it needs refurbishing and/or revitalizing.
4. He/She is sensitive to the fine balance between the goals and objectives of the school policy. And finally, he/she seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

Reyes (1994) shows that some leadership behaviors are directly related to effective teaching learning and positive student performance. For instance, principals can affect classroom interaction through decision-making on organization and feedback. Moreover, Reyes (1994)

indicates that effective schools and effective leaders have defined cultures that emphasize achievement creativity, student's transition to work, college success, and psychological integration. He also noted that effective principals have a "feel for the improvement process ...have a guiding value system...communicate the change...and have collaborative planning". It appears that these norms encourage student achievement and continuous school improvement.

One finds that extraordinary achievement is accomplished only through active effort and support of all teachers and administrators (Freeston, 1987).

### ***1.1.2. Teachers Expectations of School Principal***

Because of the central role teachers play in the educational process, principals must attend to the expectations they have of them. Smith (1990) notes common expectations held by teachers

- (1) supporting teachers on discipline problems,
- (2) treating teachers as professional colleagues, and
- (3) enabling teachers to participate in decision-making.

Fostering collaboration and teamwork may be accomplished through cooperation rather than competition. Collaboration is needed to develop commitment and skills of employees, solve problems, and respond to environmental pressures. Accordingly, principals to unleash the energy and creativity available within their schools can use collaboration and teamwork. In sum, cooperative goals promote teachers working together to ensure success, ensure ongoing interactions among them, and ensure trust, confidence, commitment to goals, and job satisfaction (Hackman & Oldman, 1980).

According to Ross (1998) the strong principal enhances teacher efficacy. By coordinating, supervising, and rewarding teachers, principals can influence teachers' appraisals of their performance, and providing common planning time to enable teacher to work together. He also notes collaboration among teachers promotes, teachers efficacy, especially when it leads to instructional coordination within a school.

Effective leaders develop employee commitment by reshaping the processes and values and objectives to be consistent with a new vision. They generate employee trust because the leaders' behavior and actions are consistently articulated (Reyes, 1994).

Principals have many different roles and functions and are expected to please many groups. So principals are key individuals in schools. They must fill a host of roles and they are required to satisfy the expectations of many different individuals.

With many burdened of responsibilities how the principal could satisfy all these individuals expectations! This situation attracted the researcher's attention, with an objective to studying the teachers' and wereda education administrators perceive the principal administrative competence and its relationship to students' achievement.

## **1.2. Objective of the Study**

The purpose of the study was to indicate the relationship between principal performance and student achievement. It investigated to show that the relationship between principal administrative components (planning, coordinating, operating and monitoring) with student achievement in some selected secondary schools in western Shoa zone.

### **1.3. Statement of the Problem**

At the building level, principals are the chief administrative officers (Smith 1990). They oversee the entire operation of their particular school and are expected to perform a variety of jobs. These include instructional leader, manager, disciplinarian, facilitator of human relations, conflict manager, evaluator, and change agent (Smith, 1990). Further, Smith has stated that the principals, with these varied roles must consider the expectations of many groups. The central office administrative staff, teachers, parents, students, and community members all have expectations of the principal. Accordingly, Ross A. (1998) notes that higher expectation of success enables teachers to set higher goals for themselves and other, improve attitude toward goal, take risks in experimenting, and learn new methods that contribute to higher student achievement.

The nature and strength of one's interests, values, and attitudes represent an important aspect of personality. These characteristics materially affect educational and occupational achievement; interpersonal relations, and other major phases of daily living (Anastasi, 1988). Anastasi also suggests that the assessment of opinions and attitudes originated largely as a problem in social psychology. Attitudes toward different groups, for example, have obvious implications for intergroup relation.

Theoretical development of achievements motivation has seen a long and productive history, and has resulted in some of the most systematic and coherent sets of principal and relationship in the predication of behavior (Ross A., 1998).

Another concern of scholars has been to determine the extent to which leadership is related to students' outcomes. Fullan (1982) notes that when the school mission is clearly delineated by leaders it relates positively to change.

As teachers begin to redefine and then enforce professional standards of practice, "the traditional roles of both management and labor are significantly reshaped" (Bredeson P.V., 1989). Further, he describes two contrasting profiles of the leader and group they lead. The more traditional role of leaders is one in which the leader would have "the initiative and power to direct, drive instruct and control those who follow". In group centered leadership, the role of the formal leader, in contrast, is characterized by greater sensitivity to group maintenance functions and to the feeling and needs of individuals in the group(s).

Prestine (1994) summarizes by stating "The considerable amount of research and informed opinion on shared decision making in schools builds a strong case that a more professional, Autonomous role for teachers could enhance the effectiveness of the schools".

According to MOE (2002), the school principal plays high roles in coordinating, leading and controlling teachers, students and parents to bring them toward education goal in the school. Although, the MOE indicates that the school principal did not have adequate authority with their responsibility to make decision on and to force the staff to accomplish the school implementation. From this point of view the MOE suggests that the previous school administration structure needs to be reform to provide adequate authority and responsibility with principal position which enable the principal to make decision and direct the staff toward the education work.



Accordingly, MOE (2002) has provided the following responsibility and authority to the position of the school principal:

- school principal is accountable to wereda education office.
- school principal in cooperation with parent-teachers and school community, designs annual school plan and submits to wereda education office.
- applies the school annual plan which has been approved by wereda education office.
- he/she makes sure that the departments and teachers prepare annual education plan in accordance with the regional and wereda plan.
- introduces teachers' responsibility and new teaching methods to teachers.
- provides short term training programs for teachers to improve their profession at the school.
- creates teaching learning process in terms of psychological integration (cognitive, effective and skills) to develop students abilities which enhance the student to be creative, and problem solve.
- organizes different school committees.
- assigns home room teachers and unit leaders.
- facilitate different co-curriculums in the school which enables students to improve their skills.
- implements policy, guidance and rules which are adopted by central, regional and wereda education office.
- motivates hard-worker teachers by providing rewards to improve their profession.
- works with different committees as a leader or counselor as necessary.
- Controls and punishes against misbehaviors of staff and students.

According to article 262 (65) of Ethiopian civil service, (MOE, 2002) has provided the guidelines of school to punish misbehaviors of teachers and students.

1. Simple disciplinary measure
  - a) Verbal warning
  - b) Warning letter
  - c) Punish one month salary
2. Higher disciplinary measure
  - a) Punish about three month salary
  - b) Demote from position of work and salary
  - c) Dismissal from work

Obviously, principals must practice systematic administration method in educational organization to assign the right person to the right place and to allocate adequate teaching materials. The school principal exercises a systematic division of labor, combination of labor and coordination of labor through individual interest, humanity and ability to improve self directing situation among staff.

In order to deal with the objective of the study the researcher has prepared the following basic questions:

1. To what extent does school principal facilitate school administration process for teaching learning environment as wereda education administrators and teachers perceive?
2. Are there relationships between student achievement and principal performance as perceive by teachers and wereda education administrators?

3. Are there relationships between principal performance rated by subject teachers qualification and student subject achievement?
4. Which one of the administrative functions (planning operating, coordinating and monitoring) has more relationship with student achievement as teachers perceive principal performance?
5. Which one of the administrative functions (planning operating, coordinating and monitoring) has more relationship with student achievement as wereda education administrators' perceive principal performance?

#### **1.4. Significance of the Study**

This study contributes to the following points:

1. The study would contribute to a good understanding of the principal administrative performance to what extent it facilitates school administrative process for teaching learning situation.
2. The study would indicate the relationship between principal administrative performance and student achievement. If the study shows high result, it helps to inform the concerned bodies to encourage the principal administrative practice.
3. It may provide suggestion to wereda/zonal education office, regional education bureau and school principals the way the school principal improves planning, coordinating, leading and monitoring in school administration process.
4. It may help as a base for further study.

### **1.5. Delimitation of the Study**

As it has been indicated in parts, the research work focused on the study of the relationship of principals performance and students achievement in secondary schools of Western Shoa Zone. The researcher selected eight secondary schools to process in study. The names of the schools are AddisAlem, Ambo, Bako, Gedo, Ginchi, Guder, Holota and Shino.

### **1.6.Limitation of the study**

Time constraint and financial inadequacy which the major feature that influence approaching this study more intensively in deeply and exhaustively.

### **1.7. Operational Definition of Important Terms**

As given by Good (1973) the following are goods definition:

*Administration:* academic supervision, organization and operation instructional activities and personnel in education.

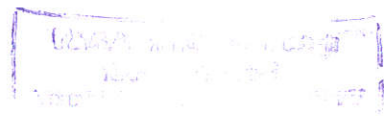
*Achievement:* accomplishment or proficiency of performance in a given grade.

*Coordination:* the process of unifying the contribution of people materials and other resources toward the achievement of a reorganized purpose.

*Operation:* staff (school administration) advisory and facilitating activities to make the work of staff more effective.

*Organization:* of school management based primarily on a clear formulation of the aims and purpose of the school and the operations required to meet these aim and process.

*Supervision:* the function of control which evaluates current action while in progressive and assure the exaction taking place in accordance with plans and instruction.



## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This section of the study presents review literature which supports the study. Leadership in schools today is presumed to be complex for various reasons. In order to understand such issue it would therefore be imperative to critically review the previous works this part of the thesis.

The managerial practices of organization can be summed under four management functions. An attempt has been made to discuss that major activities of a school principal with reference to students achievement.

#### 2.1. Role of School Principal

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization of as follows:

Benjamin and Gard (1993) suggest that a leader who intends to bring about a change must develop and articulate a vision of what the school look like. Chance and Grady (1990) note that vision guides the school because it makes expectations, goals, and purpose clear; and it helps reshape the culture of the school.

Villane (1999) suggests that the need to create a positive open climate is in order to foster higher achievement and productivity for both teachers and students. Further, Villane states that relationship among school personnel are a major factor in creating a desirable climates.

The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982).

The school principal should be both an administrator and a leader, so that while maintaining the functioning of the school, he must at the same time try to bring about changes and be able to do so smoothly and with a minimum of opposition or resistance (Ibid).

According to Williams (1964) the principal is an organizational man who must plan and sustain an organization of the school. Second he plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of others. He provides the leadership to the impact of the changing world outside. And finally, he seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

Successful school planning requires extensive and intensive staff development, as well as modification of existing policies and practices in school, collaboration and technical assistance provided teachers by knowledgeable persons rather than written directives and bureaucratic regulation (Lewine and Havighurst, 1992).

Thus, with the above principal's actions, there are a number of critical beliefs, which underline a principal's effectiveness in operating the process of improving student achievement. Serement

et.al. (1998) have indicated that a principal must demonstrate skills of managing his staff through the goal-setting process, coordinating, operating and monitoring the school improvement plan, promoting collaborative problem solving with staff and stakeholders and open communication to effectively lead a school in improving student achievement.

### *2.1.1. School Leadership*

According to, Marks and Printy (2003) in recent image of school principal ship, there are two conceptions of leaderships such as: transformational and instructional leaderships. Transformational leadership provides intellectual direction and aims at innovation within the organization, while empowering and supporting teachers as partners in decision-making. Instructional leadership replaces a hierarchical and procedural notion with a model of shared instructional leadership. Furtherer, instructional leadership refers to all other functions that contribute to student learning including managerial behaviors.

Leadership as instructional emerges from both the principal and the teachers. Principals and teacher discuss alternative rather than directives or criticism and work together as "communities of leaders" in service to students (Blase and Blase, 1999). Principals contribute importantly to these communities when they promote teacher reflection and professional growth. When teachers interact with principal as they engage in these activities, the teachers report positive changes in their pedagogical practices, including various and innovative techniques and willing to take risks (Blas and Blase, 1999).



Instructional leadership involves the active collaboration of the principal and teachers on curriculum, instruction and assessment. Within this model, the principal seek out the ideas, in sight, and expertise of teachers in these areas and works with teacher for school improvement. The principal and the teacher share the responsibility for staff development, curriculum development and supervision instructional task. Thus the principal is not only the instructional leader but the "leader of instructional leaders" (Marks and Printy, 2003).

Therefore, shared instructional leadership is not dependent on role or position. Its currency lies in the personal resource of participants and is deployed through interaction. Such leadership extends throughout the organization with revised structure permitting coordinated action (Liethwood and Jantzi, 1999).

Witziers, Bosker and Kruger (2003) reviewed in their study of educational leadership that the effective principal comes to the fore as an instructional or educational leader who affects school climate and student achievement. They also suggested that ample evidence in the literature shows that effective leadership can and does positively affect school and student outcome.

Marks and Printy (2003) have suggested the importance of integrated leadership—transformational leadership coupled with shared instructional leadership. Where integrated leadership was normative, teachers provided evidence of high-quality pedagogy and students performed at high levels on authentic measures of achievement.

According to, Serement et.al (1998) Principal must believe in, value, and committed to: student learning as the fundamental purpose of schooling, focus and alignment to achieve goals, and

doing the work required for high levels of personal and organization performance and that these value and committed are showed, a principal's effectiveness in improving students achievement.

The same scholars said that in order to demonstrate effective leadership in improving student achievement, the principal must have knowledge and understanding of:

- The relationship of strengthening instruction and assessment to improve student outcomes.
- The school improvement planning process.
- Information sources, data collection, and data analysis strategies
- Strategies for classroom teachers to monitor student understanding and progress.
- Collaborative problem solving and consensus building
- Staff development standards
- The change process for systems, organizations, and individuals.

Thus, from the above views, effective principals are emphasizing their work on central issues of learning collaboration and continuous school improvement; make appropriate professional learning opportunities and positive impact on the student achievement.

### *2.1.2. Relationship between School Principal Performance and Student Achievement*

Educational researchers and practitioners have different views regarding the ways that school principals adopt to improve educational practices. Witziers, Bosker and Kruger, L., (2003) reviewed the evidence in their study of educational leadership and student achievement that

educational leadership is an important characteristic of effective schools. They also suggested that principals should have high expectations of teachers and students achievement. They should supervise, lead, coordinate the curriculum, operate the basic skills, and monitor student progress.

Southworth (2004), and Witziers, Bosker and Kruger (2003) have indicated that different models used to investigate the relation between school leadership and student achievement. First the direct effect model, which suggests that teacher practices, can have effects on school outcomes and that these can be measured apart from others related variables. Second the mediated effect model which hypothesizes that leaders achieve their effect on school out come through indirect paths: the leader's contribution is mediated by other people, event, and organization ship and cultural factors. Finally, the reciprocal effect model, in which it is suggested that relationship between the principal and features of the school and its environment are interactive. This model implies that school leaders adapt to organization in which they work, changing their thinking and behavior over time. However, it is generally believed that many of the above activities could be maintained if only schools were efficiently managed (Mussazi, 1982). This means that school administrators, especially school principals, must be equipped with the appropriate knowledge, skills, and attitudes in order to carry out their leadership role effectively.

Similarly, some scholars suggested that specific actions by principals could directly influence student achievement. Their views describe the principal as the "master teacher", or the curriculum and instructional expert in the school. The principal's role included observing, making suggestion for improvements and enforcing compliance with certain teaching models (Andrews and Soder, 1987; Bender Sebring, and Bryk., 2000; and Hallinger, 1996).

Furthermore, the same scholars indicate that current research evidence points toward principals affecting student achievement indirectly through teachers and staff members. Principals influence performance through others, and this influence includes a broader spectrum of behaviors. Principal actions that structure the school's organization and climate appear to have an impact on student achievement.

### ***2.1.3. Principal Management of School Personnel***

Management has become an important activity within education. Some educators have claimed that it generates a set of values hostile to the interest of learners and the work of teachers (Kydd, Crawford and Riches, 1997).

Managers' responsibility for their units or sub-units within an organization gives them the authority to take decisions and set the direction of work. The principals ensure that the importance of school goals is understood by discussing and reviewing them with staff periodically during the school year especially in the context of instructional, curricular, and budgetary decision (Murphy, 1990).

According to Gilbert, Sheehan and Teeter (1985) one significant change is occurring, however in the politics of education. In school, at least the teachers' federation is becoming much more militant and are demanding and frequently getting a greater say in their working condition. Although these trend takes away some of the authority of the school principal resulting increase in the collegiality of the school staff. Those provinces that gave the teachers the right to strike also granted them more say in running the school.

Reyes (1994) indicates that teamwork and collaboration are essential for highly effective organization. Collaboration is needed to develop commitment and skills of employees, solve problems and respond to environmental pressures. Accordingly, collaboration and teamwork can be use by principals to apply the energy and creativity available within their schools.

Moreover, the same scholar suggests that fostering collaboration and teamwork may be accomplished through cooperation. Cooperation encourages teachers to help one another to perform effectively. They understand each other: thus there is an expectation to get and give help to each other: Teachers will develop ownership and feel responsible for ensuring success of the task or implementation of an expectation such as quality work.

According to Williams (1964) the teacher has been placed in a position of great trust by society in guiding young people from unknown to known, from immaturity to maturity. It is within such a frame of reference that the administrator must undertake and discharge his responsibilities in the whole area of the purpose of the school; the role of the school must play in the community, and the enormous task he faces in building the optimum organizational and administrative structure to promote effective teaching service.

Thus, the school principals should permit the constant professional growth of the staff, the development of a strong "team" approach, and mutual concern with the fulfillment of the educational task (William, 1964).

Thus, Andrews and Sogor (1987), Bender Sebring and Bryk (2000); and Heck and Marcoulides (1993) show that principal action which exhibits a sense of team work and involve teachers in instructional decisions that found positive effects of principal leadership on student achievement.

## **2.2. School Principal Managing and Communicating Staff**

The science of organizations can be distinguished chiefly by the nature of their goals and their bureaucratic structure. The task of administrator is to bring people and organization together in a fruitful and satisfying union. In schools, the principals bring people and resources together so that the task is difficult: the principal needs help with it (Bush, et.al. 1980).

According to Williams (1964) administrative behavior must be oriented favorably toward the teacher as well as the task clarification and mutual acceptance of the roles of individuals and sub group should be sought. Furthermore, he suggested that the authority-responsibility power relationship among individuals and subgroup should be identified so that the staff is sensitive to the needs of its functioning members as well as to the legal authority at the top.

Mussazi (1982) suggests that the technique of organizing the school can consist of the following tasks:

1. First determine the objectives. Then set out with the policies and the plans to achieve these objectives for the enterprise as a whole, and for each section of the business. This involves seeking the desired division of the activities.
2. Define the work to be done to achieve these objectives under the guiding policies.
3. Divide and classify the work into suitable groups.

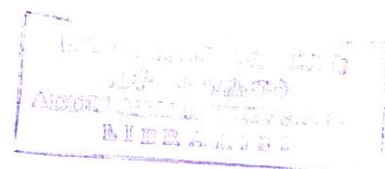
4. Assign essential work to various supervisor objectives leaders.
5. Determine the authority and responsibility of each officer in the organization.
6. Decide and specify the relationship between individuals, managers, and different departments.
7. Staff the organization with employees who meet the personal requirements.
8. Establish method and procedures to help in achieving the objectives of the organization.

Therefore, the school administrators and teachers need to study and apply the basic concepts of organizations if they are to understand and achieve organizational objectives (Mussazi, 1982 and Yukl, 1989).

Research evidence suggests that some principals make difference in student achievement when they understand that their role is to work through teachers and staff members. These principals influence student achievement by first changing the school setting in which learning takes place, and the culture, in turn, shapes not only the students and staff but the outcome as well (Andrews, and Soder, 1987, and Heck and Marcoulides, G. 1993).

### *2.2.1. Communication in School*

Communication permits establishment of contact among individuals and groups for exchanging information cooperation in achieving shared goals and reinforcement or alteration of attitude and values (Dressel, 1981). Further, he suggested that purposeful communication is an attempt to provide individual with information in a manner that will influence their thinking actions and point of view. This can happen only when communicator and receiver develop credibility for

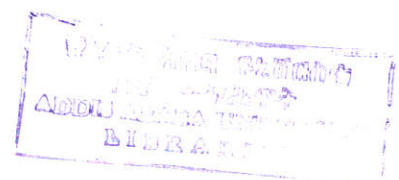


each other. Achievement of credibility requires that the communicator be clear in his own mind about what is to be communicated and what results are expected from it. In this regard, school principal should be frank in expressing the discussion view to all audiences and should regard early communication on an issue as a basis of encouraging thought and promoting discussion and feedback (Allington and Cunningham, 2002).

- According to Law and Glover (2001) effective communication is essential for effective management. They suggested that communication has meaning beyond mere words. Good communication in educational administration is vital, not simply because it is a complex and multifaceted process but because it occupies so central a role in both teaching and learning processes and in the task of leading the educational mission.

Sometime the best support is advice and information. Administrator must be able to find information needed to weigh the options available. Administrator need to know how to gather, organize, and present information on the effects of decisions about school programs (Allington and Cunningham, 2002).

- In order to demonstrate effective leadership in improving student achievement, the principal also must have knowledge and understanding of effective communication strategies (Serement, et.al., 1998). Accordingly, the principal should be frank in expressing the discussion view to all audiences, make clear communication that what audiences expect from it, and know how to gather and present information. This process may enhance the school principal to share goal, develop staff attitude toward instructional objective, and provide individual with information to influence student achievement. ✓



### *2.2.2. School Organization Climate*

Climate is a general concept used to capture the basis and enduring quality of organization life. School organization is stable set of organizational characteristics that capture the distinctive tone or atmospheres of a school. Climate is to organization as personality is to individual (Sweetland and Hoy, 2000). They also reviewed a verity of definitions of organizational climates. Some consensus about the nature and meaning of the climate as follows:

- climate is the characteristics of the entire organization,
- climate is based on collective perceptions of members,
- climate arises from behaviors that are important to its members, and
- climate influences members' behavior and attitudes.

Organizational climate is a set of internal characteristics that distinguishes one organization from another and influences the behavior of organizational members. More specific, school climate is a relatively enduring quality of the entire school that is experienced by participants, describes their collective perceptions of behavior, and affects their attitudes and behavior in the school (Hoy and Miskel, 1996).

- School learning climate refers to the norms, beliefs and attitudes reflected in instructional patterns and behavioral practices that enhance or impede students' achievement (Murphy, 1990). He has reviewed in his study of principal instructional leadership that teaching performance and student outcomes are as much a function of this ethos or environment as they are of the personal qualities and abilities of teachers. Coleman (1983) also demonstrates that for both teachers and parents "the principal is the dominant force in determining school climate". ✓

Principals have everything to do with the determining the climate in the school. The research evidence shows that the high performing schools demonstrate better student achievement process a climate that focuses on student learning (Bender Sebring and Bryk, 2000). They also indicate that the principal in these schools:

- Provide clarity to the school's mission, which influence everyone's expectation.
- Have a vision that they allow staff and parent to shape.
- Hold teachers and themselves to high standards.
- Recognize student achievement
- Communicate academic achievement to the community.
- Encourage teachers to take risks in trying new methods and programs.

Thus, the principal must provide a school climate that focus on student learning opportunity to improve student achievement. ✓

### *2.2.3. Open School Climate*

The distinctive feature of an open climate is its higher degree of authenticity: the principal and faculty are genuine in their behavior. The principal leads by providing the proper blend of structure and direction, as well as support and consideration, the mix dependent on the situation.

Acts of leadership emerge easily and appropriately as needed from both teachers and the principal (Sweetland and Hoy, 2000). ✓

However, Sweetland and Hoy (2000) also suggest that in closed climate, the principal and teacher simply go through the motions, with the principal stressing routine trivia and unnecessary busy

work and teachers responding at minimal levels and exhibiting little satisfaction. The principal's ineffective leadership is seen as close supervision that is, impersonal, aloof, and inconsiderate. The behavior of both principal and teachers in the closed climate is disingenuous: there is much game playing and posturing, and inauthenticity pervades the school.

#### ***2.2.4. Healthy School Climate***

Sweetland and Hoy (2000) reviewed in their study of school characteristics and educational outcomes that organizational health is another perspective for school climate. All social systems, if they are to grow and prosper, must face the four basic problems of adaptation, goal attainment, integration, and latency. Thus, an organization must solve the following problems:

- acquiring sufficient resources and accommodating to its environment,
- setting and attaining goals,
- maintaining solidarity within the system, and
- Creating and preserving the value of the system.

↳ Sweetland and Hoy (2000) suggested that formal organizations exhibit three distinct levels of responsibility and control over these needs: technical, managerial, and institutional levels. In schools, the technical level is the teaching-learning process. The managerial level mediates and controls the internal activities of the organization. Principals are the chief manager of the school; they must find ways to motivate teachers, cultivate commitment, and coordinate the work. The institutional level connects the organization with its environment schools need legitimacy and backing in the community. Administrators and teachers need support to perform their respective functions in a harmonious fashion without undue pressure and interference from individuals and

groups outside the school (Allington and Cunningham 2002). These needs may be addressed through a healthy school climate with appropriate professional learning opportunities.

- 6 Positive student, teacher, and administrator interrelationships characterize a healthy climate. Teachers like their colleagues, their schools, their jobs, and their students and are driven by a quest for academic excellence. They believe in themselves and their students and set high but achievable goals (Serment, et.al., 1998).
- 4 Healthy schools' principals also have influence with their superiors and can go to influence but for their teachers. Finally, healthy schools have institutional integrity: that is, teachers are protected from unreasonable and hostile outside forces (Sweetland and Hoy, 2000). Thus, the expectations for school principals are leading the school through healthy school climate process the results in improved student performance (Ward, 1998).

### **2.3. Principals Decision-Making in School and Staff Commitment**

Decision-making is a major responsibility of administrators. Administration is the performance of the decision-making process by an individual or group in an organization context (Musaazi, 1982). Administrators and reformers are trying to empower teachers. Empowerment is the process by which administrators share power and help others to use it in constructive ways to make decisions affecting themselves and their work (Sweetland and Hoy, 2000). Empowerment often gets translated into shared decision-making, delegation of authority, teamwork, and site-based management (Hoy and Miskel, 1996). Of course, administration must develop and regulate the decision-making process in the most effective manner possible (Musaazi, 1982). Reyes

(1994) indicated that some leadership behaviors are directly related to effective teaching and learning and positive student performance. For instance principal can affect classroom interaction through decisions on curriculum, class size, classroom organization and feedback (Fullan, 1982).

Reyers (1994) has reviewed in his study of effective leadership and commitment that leaders who provide a vision for organization, involve organizational members in decision making, use properly reward are more likely to ensure staff commitment to accomplish the goals of an organization. It could be argued then that the leader is a key in developing and enhancing employee organizational commitment in school. Furthermore Reyes has indicated in his study that high employee organizational commitment seems to be linked to higher levels of employee productivity and performance.

Therefore, through decision-making principals can provide sharing power and helping others with related to teaching-learning and positive students' performance so that they can develop staff commitment to accomplish the goals and to improve student achievement.

### ***2.3.1. Participation in School Decision-Making***

Participation supported the hypothesis that participation in the decision to effect change would overcome group resistance to the change and lead to higher productivity (Lucio and Mcneil, 1962). Further, they indicated that participation in decision-making is a powerful force for modifying the behavior of a group. It is change brought about by participation are explained in these general ways: the teacher sees himself and his teaching in new light participating groups

themselves improve communication within the school organization; and teachers get a more realistic picture of the importance of problems and practices within the system.

According to Buckley and Styan (1988) the group decision is a potent environment for learning and provides a close relationship with professional colleagues, which build confidence and share anxieties in an atmosphere which is supportive and helpful. They also suggested that this valuable element of group decisions might also comfortable and rather remote from the real world of schools. The appropriate organization of secondary schools should recognize the responsibility of all teachers for teaching and learning and allow all the opportunity in the school group decision.

Teachers would assume greater responsibility in their professional work life is rooted in a large body of research in the area of participatory decision-making, professional autonomy and teacher efficacy (Gue, 1977; Ross., 1998).

Thus, through participation process in decision-making the principal can develop staff commitment to implement the change, close relationship to share anxieties to minimize resistance group toward the goal and provide the learning teaching opportunity to improve student achievement.

### *2.3.2. Staff Collaboration*

Different authors have suggested that collaboration contributed to increase teacher efficacy and positive out come situation. Relating these activities to educational outcomes, Prestine (1994) informed that in school, opinion on shared decision-making builds a strong case that a more professional outcomes role for teachers could enhance the effectiveness of the schools.

Gue (1977) the social system as involves classes of phenomena, which are at once conceptually independent and phenomenally interactive. There are first, the institutions with certain roles expectation that will fulfill the goals of the system, second inhabiting the system are individuals with certain personality and need dispositions, whose interactions comprise what generally call social behavior. The social behavior, which observed is the result of interaction between these two sets of motives. In an organization, the principal must be able to recognize both the role expectations and need-dispositions. It is useful model, popular among school of organizational structure.

According to Ross (1998) collaboration among teachers promote teacher efficacy especially when it leads instructional coordination with a school. Collaboration stimulated teacher efficacy in several ways. Ross also indicated some as follows:

- a) It contributed to teachers' knowledge of their classroom effectiveness by providing jointly produced measures of students' cognitive and affective performance.
- b) Collaboration created a climate that legitimated help seeking, and jointed problem solving.
- c) By emphasizing the positive outcome of there work collaboration contributed to increase teacher efficacy through peer persuasion.
- d) Collaboration reduced duplication of effort, forcing teachers to focus on the development of new teaching strategies that contributed to their feeling of success when implemented.

• Serement et.al (1998) indicate that creating a collaborative environment has been described as the "single most important factors" for successful school improvement initiatives, virtually all-contemporary school reformers call for increased opportunities for teacher collaboration. Student achievement is likely to be greatest where teachers and administrators work together, in small group and school-side, to identify sources of student success and then struggle collectively to implement school improvement.

Thus, principal must provide collaboration work condition among the school system to help teachers performance succeeds and to improve educational outcome.

### ***2.3.3. Parent Involvement and Cooperation with School***

Cooperation with and support from parents is an important determinant of students' success. Every school able to develop and implement plans for increasing parental and community involvement in schools improving collaboration between schools and parent program, regarding the potential impact of involvement and cooperation on student performance that schools which involved parents in education program have better student performance (Levine and Havighurst, 1992).

Generally, parent involvement is related to school achievement levels, researches have identified that school at which active parent and community groups played a part in introducing improvements that resulted in enhanced student performance.

According to, Allington and Cunningham (2002) Administrators need to foster both parent confidence and community participation in planning changes. Further, they also suggested that administrators must develop the skills needed to organize effectively and to support teachers and parent management teams.

Thus, the school principals should build parent involvement activities on joint planning budgeting, provide need materials, and space to improve instruction and to produce large gains in student learning (Levine and Havighurst, 1992).

Bender Sebring and Bryk (2000); and Hallinger, Bickman, and Davis (1996) have expressed that parent involvement makes positive impact on the school achievement. Thus, the principal must provide opportunities for parents and community members to contribute meaningful in schools, and use parent involvement to increase expectations for student learning.

#### *2.3.4. Teachers' Expectation and Students' Achievement*

Implementation of teachers' expectation and students' achievement is based on staff development tends to be most effective when teachers observe and assist one another in actual classroom (Levine and Havighurst, 1992). They also suggested that school wide staff development focusing on improved delivery of instruction is a core activity in the school improvement process.

Principals foster the development of a school-learning climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, helping teachers to develop commitment to implement the change, and promoting professional development (Levine and Havighurst, 1992).

On the other hand, lack of ability to perceive and manage organizational conditions could be one of the factors that might bring about interpersonal conflicts and a degree of both instructional and administrative inefficiency. Consequently, this creates in teachers and administrator's frustration and disillusionment, often leading to pessimism. Therefore, the lack of ability to perceive properly, and manage organizations skillfully, produce negative attitudes in teachers, students and administrative personnel that can adversely affect the instructional as well as the administrative process (Mussazi, 1982). Therefore, effective principals can influence student

achievement through maintaining climate conducive to instructional implement and by establish positive expectation with staff development toward the teaching and learning opportunities.

### *2.3.5. Teachers Attitude*

Attitudes are always accompanied by some positive or negative feeling. And the nature and intensity of this feeling influence an individual's perception of any new situation he or she encounters. It is known that attitudes are the result of forces in each individual's environment such as his or her physical needs, social needs, emotions perception, motivations, and experiences, and that these in turn influence the individual behavior (Bagin and Gallagher, 2001).

Instructional process and teachers characteristics to student achievement have been accumulating students' learning is not a simple direct consequence of the teacher teaching them, it is influenced by them (i.e. the teachers) through their teaching methods, attitude, experience and knowledge and such related factors. The teacher is the person engaged in interactive behaviors with the pupils, effecting changes in them. The teacher's own characteristics such as his personality, attitude, and the like cast important impression on the child's mind and guide his or her mind (Marrisay, 1981).

The teacher is a frontline interpreter of the school system through daily contacts with members of the different community, particularly the students. In this capacity teachers have a number of specific community relation responsibilities (Bagin and Gallagher, 2001). They also indicated that responsible administrator should keep employees informed about the school system by providing them with information. School system can develop a total community relations program. This possibly calls for committee of administrators, teachers, parents and even students to suggest activities that will help the school and the community understand each other better and these provide the teachers to develop

positive attitude toward to live in some degree of harmony so that this situation helps the schools to gain the support of the community and maintain educational effectiveness.

Oskamp and Harty (1968) have described, in their research study of the double standard in attitudes toward U.S. and Russian actions attitude is crucial in understanding the way a person perceives the world around her/him. Attitudes determine what a person will see and hear, what he/she will think or do thus making them central to life. The theory argues that attitudes are formed and changed on this basis of functions they fulfill in an individual.

To sum up attitudes are: the way a person perceives the world around he/she, and the result force in ach individuals environment that these are always accompanied by some positive or negative feeling and these in turn influence the individual behavior. Individual's who develops positive attitude toward her/his environment so that she/he is practiced positive interaction with it. Therefore, principals must provide possible conductive environment with staff administration and social interaction to develop positive attitude with teachers working environment in order to improve their committed to instructional implement and to enhance that their behaviors in turn make positive influence on student achievement.

#### **2.4. Principals Manage School Mission and Goal**

One aspect of the principal's role as an instructional leader is to define and communicate a mission or purpose for a school. Murphy (1990) has reviewed in his research study that the more effective principals have a clear sense of direction for their schools that they are able to articulate clearly. Less effective principals seem to possess little sense of direction for their schools. Homogeneity value consensus involves communicating this vision to the staff and students in

such a way that a sense of shared purpose exists, linking together the various activities that take place in classrooms throughout the schools.

March (1978) suggests that administrator's role in defining the mission involves framing school wide goals and communicating these goals in a persistent fashion to the entire school community.

Similarly Leithwood and Montgomery (1985) have suggested that higher effective principals seek out opportunities to clarify goals with staff, students, parents and other members of the school community.

Administrative leaders should take responsibility for articulating organizational goals and objectives. Goals need to be flexible in order to accommodate the variability and uniqueness of different schools and classroom. Principal also recognize a relationship between goals and mutual accountability (Fraatz, 1989).

Research shows that employee commitment to a specific purpose is greatly enhanced if those caring out the task are directly involved in its planning development and implementation (Freeston., 1987).

In sum cooperative goals promote teachers work together to ensure success, on going interaction among them, trust, confidence, commitment to goals, and job satisfaction (Reyes, 1994).

Thus, the principal must communicate a mission for school to link together various activities, to ensure trust, confidence, and staff commitment to instructional implementation so that this process may have positive impact on student achievement.

#### ***2.4.1. Framing School Goals***

Murphy (1990) indicated that instructional leadership often has well defined goals: effective principals set specific learning goals. Instructional goals and goals stressing student achievement have the highest priority in schools with active instructional leadership. Goals in these schools are more directives focused on students. Instructional-effective schools have goals that place considerable emphasis on student achievement.

According to Leithwood and Montgomery (1985) effective principals formulate ambitious goals for student performance, coordinate school goals with the goals of the large organization, and rely on a greater number of source in developing goals and more public. Thus, staff and parent input during the development of the school's goals are deemed to be important. So that effective principals use goals for planning and decision-making. These also help the principals to manage the staff toward the instructional implement that direct considerable emphasis on student achievement.

#### ***2.4.2. School Resource Management***

Resource and financial management are means to an end. Each aspect of provision in effective educational organizations, whether core, staffing equipment, materials or specialist expertise, is deployed in order to facilitate learning and educational achievement (Law and Glover, 2001). Furthermore, they have indicate that budget system should be an enabling mechanism rather than just



a mechanical or technical exercise: it should help managers to plan, coordinate, control and then evaluate their organizational actions more effectively.

According to Serement et.al. (1998). all resources need to be managing in alignment with student achievement goals. Successful principals keep the focus on school improvement efforts and align time, money, and staff development opportunities with the improvement goals. Thus, the principal must align all school resources with school improvement priorities, and identify and use key resource management techniques that impact the result. So that the principal can provide positive influence with student achievement

### ***2.4.3. School Task***

Task allocation refers to the process of assigning organization tasks to performance. Before some one can be evaluated on a task, he or she must first have been given the responsibility for performing the task and have attempted to perform it (Natriello, 1990).

Task allocation might be handling by top ladders responsible for defining the mission or direction of the organization. In schools, this might be the principal who formulates general goals and make assignments to the appropriate professional personnel (Begley, T. and Leonard, E., 1999; and Natriello, 1990). Thus, the principal should consider the role of task goals (task allocation) within the large organizational context (Natriello, 1990).

Effective principals understand the importance of focus of task allocation and help ensure that all parts of the school community are aware of and in alignment with school's improvement efforts to improve student learning (Serement et.al. 1998). Thus, the principal must utilize task

allocation to inform instructional decisions and responsibilities at the building and class level and provide academic interventions for individual and groups of students. Through this process the principal can develop responsible staff and in turn provide instructional implementation to improve student achievement.

## **2.5. Principal Monitoring the School Improvement Plan**

Paying attention to the core values and priority goals of the school is the most important way for a leader to communicate effectively. Staff learns what the principal's value by observing what they pay attention to. When a school devotes considerable time and effort to the continual assessment of particular condition or outcome, it notifies all members that the condition or outcome is considered important.

### ***2.5.1. Education Performance Evaluation***

The school administrator has a key role in the commitment, planning, and implementation of education in school. School administrators should assess their efforts in education implementation as they relate to teaching effectiveness and achievement of school learners (Manning and Baruth, 1996).

Frequently, the outcome of education, latent in nature, prevents the immediate association of a cause and effect relationship attributable to a particular teacher. Evaluation of the effectiveness of teaching is one of the most important functions of an educational leader. The degree of teaching effectiveness and learning is measured by utilizing the various tools, which will contribute to intelligent evaluation (Phillips, C., 1968).

The school principal should have knowledge of evaluation and assessment strategies (Serement, et.al., 1998). Thus, the principal must facilitate the use of data to continuously evaluate educational performance and revise the school implement plan, and establish regular predictable process to track the impact improvement efforts have on student achievement. These activities may help the school community to aware the important plan and align with the school's improvement efforts to improve teaching-learning situation and student achievement.

If a test is design to evaluate teaching or learning, it is an achievement test. Achievement test serve numerous functions, the basic one being to determine how much people know about certain topics or how well they can perform certain skills. The test result informs students as well as their school principal, teachers and parents about the student's scholastic accomplishments and deficiencies. Such test can also motivate students to learn, provide teachers and school administration with information to plan or modify the curriculum for a student or group of students. It can serve as a means of evaluating the effectiveness of the school, instruction as a measure of a quality of school performance and there by contributing to its improvement (Aiken, 1988).

### ***2.5.2. Staff Performance Evaluation***

The purpose of performance appraisal is to improve the organization's performance through the enhanced performance of individuals (Fish, 1995). According to Armstrong (1994) performance appraisal conducted jointly by the individual and the appraiser to assess how well the individual has achieved his performance plan.

Fish (1995) suggests that performance appraisal is an approach to managing and developing people, which enable then to manage their own performance and development within the framework of clear an organization objective and standards, which have been agreed jointly with their manager.

Hence, staff appraisal is gaining importance as a contributor to the success of organizations and improving workers performance at work.

According to Fish (1995) performance appraisal is a natural process of management for the following three reasons.

*Measuring performance:* - performance appraisal is natural process measuring performance: if you can't measure it, you can't manage it.

*Improving performance:* - building climate of success involves taking specific steps to improve the performance of individuals or teams.

*Exercising leadership:* Leadership is about encouraging individuals and teams to give their best to achieve a desired result.

Therefore, performance appraisal is a process of management for measuring and improving, and exercising leadership. According to Howe (1995) one of the important ways that training and development needs may be identified for an individual is through the process of performance evaluation. In this case the process of evaluation is important for training and development needs identification of individual. Moan (1993) also indicates that the benefits of appraisal can be classified under three headings.

*Benefits to the appraiser:* receiving feedback, having training needs identified, readiness for promotion and clarifying objectives.

*Benefits to the Leader:* making best use of human resources, forward planning, audit of team's strength and weaknesses, receiving feedback on own management style, reassess own management style, exploring and resolving problems and talk through and agree with action.

*Benefits to the Organization:-* the organization should benefit in the same way as the management through having staff who perform better. A well-operated appraisal system can be taken as... indication of the organization's commitment to the welfare, rights, and interest of each individual employee.

Accordingly performance appraisal enhances the administrators to provide feedback for the staff, to promote individual, to use human resource, at maximum possible, to solve the problems and to achieve the organization goals. Torrington and Hall (1987) also notice benefits of performance evaluation as follows:

*Appraisals can be used to improve current performance, provide feedback, increase motivation, identify training needs, identify potential, let individuals know what is expected of them, focus on career development award and salary increased, and solve job problems.*

Webb et al (1987) describe that evaluation programs may be designed to improve the productivity of an entire staff. A school must use evaluation to select, retain, and develop qualified personnel to manage and facilitate of their work (Stufflebeam, 1989).

Thus, performance evaluation serves for the improvement of work performance identification of individual needs and for provision of the information personnel decisions. It also helps to improve organization goals and student achievement.

## CHAPTER THREE

### 3. METHODOLOGY

#### 3.1. Subject and Sampling

In this section, the study presents target area of the study, subjects of the study, instrument used, procedure of data collection, and method of data analysis.

The research method was survey study. The target of the study was government secondary schools in Western Shoa Zone. The purpose of this study is to examine the relationship between principal performance and student achievement. There are 12 secondary schools in western Shoa Zone. Eight were selected randomly for the study.

The sample schools principals' performances were taken as independent variable; and the student EGSECE result obtained as dependent variable. For data collecting 50% of teachers and from eight wereda education office 16 secondary schools experts were selected to rate school principal's performance in 2003/2004. The students EGSECE result in 2003/2004 was obtained from the mark list of the sample school record office.

The eight sample schools and the sample teachers from each school were selected by simple random sampling techniques. From each wereda education office of sample school two education administrators were purposely involved in rating principal performance as each wereda has assigned only two experts for secondary school supervision department. The sample teachers included both females and males teachers. Female teachers are presented in some sample school.

**Table3. 1: List of Teachers by Sex and Qualification**

Education	Population of Teachers						Sample of Teachers					
	Male		Female		Total		Male		Female		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
M/A or M/Sc	2	1	-	-	2	1	2	1	-	-	2	1
B/A or B/Sc	139	44	4	1	143	45	72	23	3	1	75	24
12+3	78	25	6	2	84	27	36	11	2	1	38	12
Diploma	70	22	9	3	79	25	42	13	2	1	44	14
TTI	7	2	-	-	7	2	-	0	-	-	-	-
<b>Total</b>	<b>269</b>	<b>94</b>	<b>19</b>	<b>6</b>	<b>315</b>	<b>100</b>	<b>152</b>	<b>48</b>	<b>7</b>	<b>3</b>	<b>159</b>	<b>51</b>

Concerning teachers respondents qualification 75 (47%) first degree 44 (28%) diploma, 38 (24%) 12+3, and 2 (1%) 2<sup>nd</sup> degree are participated on rating principal performance. From this we assume that the teachers' respondents may make reasonable evaluation of principal performance.

**Table3 -2 Sample of Wereda Education Administrators**

Education	Male	percentage
	no	%
BA/B/Se	4	25
12+3	5	31
Diploma	7	44

The table 3.2 indicates that the wereda education experts' respondents' qualifications were 4 (25%) first degree, 5 (31%) 12+3 and 7 (44%) diploma holders.



## 3.2. Variables Included in the Study

### 3.2.1. Independent Variables

For data collection a questionnaires consisting of 52 items were prepared under four principal performance functions .The questionnaires were distributed to 165 samples teachers and 159 (96%) were filled and returned. The same questionnaires were also distributed to 16 woreda education administrated and all these were filled and returned. These principal performance result, which were rated by two sample groups (teachers and woreda education administers) are considered as two major independent variables.

The functions of principal administration performance that were rated by teachers and woreda education administrators treated as sub parts of two major independent variables. These variables

- X<sub>1</sub> = Planning
- X<sub>2</sub> = Coordinating
- X<sub>3</sub> = Operating
- X<sub>4</sub> = Monitoring
- X<sub>5</sub> = Total administrative practices by principal.

### 3.2.2. Dependent Variables

The dependent variables are the student achievement scores which were obtained from sample schools students subject grade and GPA of EGSECE in 2004/2003 academic year.

$Y_1$  = student passing (scoring 2.00 and above GPA) in EGSECE and

$Y_2$  = students passing (grade "c" and above for each subject).

### **3.3. Instrument**

The necessary data for the study were collected by using the following devices.

- a) A Likert type five-point answer scales questionnaire was designed in English. This rating scale was filled by sample respondents. This rating scale is consisted 13 items under each of 4 principal administrative functions , Which are the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and the last 13 items developed under planning , coordinating, operating and monitoring respectively(see appendixes A).
- b) Document observation was used to secure students achievement.

### **3.4. Instrument Validly**

Since the objective and performance evaluation form was determined by Ministry of Education in evaluating school principals it is similar to those mentioned by many educators, and developed by the Central Planning Agency to evaluate work efficiency of principals. This rating form seems to be valid for the reason that it was formulated by the Ministry of Education.

Furtherer, for its content validity, professionals from various aspect of education reviewed the survey instrument. These reviewers were an instructor from AAU College of education Ph.D. in measurement and evaluation and others two reviewers post graduate students who had served as principals at secondary schools for more than 6 years and now who are attending curriculum and instruction at Addis Ababa University. When it is compiled, the suggestions included improvement in the clarity of statements, grammatical and typographical errors, and consensus and interpretation of instructions. These were all the recommended changes included in final survey instrument, to make valid instrument.

### **3.5. Instrument Reliability**

The questionnaires were checked for internal consistency on 28 teachers at Sebeta secondary school in South Western Shoa Zone. And the reliability analysis was conducted on the survey instrument using typical methods of internal consistency. The internal consistency coefficient of the over all instrument as measured by Cronbach's alpha was 0.91. The reliability coefficients in over all and subparts of the instruments are highly reliable and it seems reasonable to accept the rating form as a reliable instrument.

### **3.6. Data Analysis**

After collecting the data, the following steps were applied for analyzing the data. First, the student achievements result which was collected from sample schools record office and the groups' respondents rating score for principal performance were recorded. And then such descriptive values as mean, standard deviation and percentage of scores were determined for all variables to show the general picture of the data for the independent and dependent variables Pearson product moment correlation coefficient computed to determine the relationship between principal performance and student achievement. 0.05 alpha level was used for statistically significant.

#### ***3.6.1. The Concept of Relationship (Correlation)***

Correlation research assesses the relation among naturally occurring variables. A coefficient of correlation always falls some where between +1.00 and -1.00. A minus sign is used to signify

negative correlation. A correlation of around zero indicates a weak or non-existent relationship between the two variables in question. A positive correlation indicates the variables vary together in the same direction, so that increase in one measure is accompanied by increase in the other (Ettinger, at.al., 1994: Thorndike, 1982).

The main points raised concept of relationship, because of the fact that correlation is computed between the principal performance result and student achievement in EGSECE subject Grade result and GPA.

1. Principal performance and student achievement are discussed by the Bar Graph.
2. The correlation coefficient between the principal performance (as perceived by teachers) and students who scored pass grade ("C" and above grade) in each subject in EGSECE computed using Pearson product-moment correlation coefficient.
3. The correlation was computed for principal performance rated by teachers and students passing (2.00 and above GPA) in EGSECE. The correlation coefficient was also computed for principal performance rated by wereda education administrators and students passing (2.00 and above GPA) in EGSECE.

In the following chapter the study will incorporate the finding discussion and interpretation.

## CHAPTER FOUR

### 4. FINDING DISCUSSION AND INTERPRETATION

This chapter deals with presentation and interpretation of the data which were collected from the target area of the study.

**Sources:** the principal performance which filled by teachers and wereda education administrators and students achievement in the following two Tables.

**Table 4.1: Teachers Perception of Principal Performance (medium and above result)**

School Name	Principal Performance Rated by Teacher									
	Administrative Function									
	Planning		Coordinating		Operating		Monitoring		Total	
	score	%	score	%	score	%	score	%	score	%
Addis Alem	119	83	112	78	98	69	112	78	441	77
Ambo	259	69	278	74	272	72	274	73	1083	72
Bako	198	73	200	77	205	79	204	78	807	78
Gedo	208	73	219	77	204	71	215	75	846	74
Ginchi	211	81	212	82	217	83	194	75	834	80
Guder	203	78	220	85	230	88	229	88	882	85
Holota	229	73	248	79	207	66	267	86	951	76
Shino	116	69	121	72	123	73	120	71	480	71

**Table 4.2 Wereda Education Administrators Perception of Principal Performance (Medium and Above)**

School Name	Principal Performance Rated by wereda education administrators									
	Administrative Function									
	Planning		Coordinating		Operating		Monitoring		Total	
	score	%	score	%	score	%	score	%	score	%
Addis Alem	21	81	22	85	22	85	20	77	85	81
Ambo	21	81	20	77	21	81	21	81	82	79
Bako	20	77	20	77	17	65	17	65	74	71
Gedo	21	81	22	81	20	77	21	81	84	81
Ginchi	20	77	21	81	21	81	19	73	82	79
Guder	20	77	21	81	21	81	20	81	86	83
Holota	22	85	21	81	22	85	24	92	89	85
Shino	20	77	19	73	21	81	19	73	82	79

Table 4.1 and 4.2 present respectively both rating groups (teachers and wereda education administrators) perception of principal performance result in terms of score and percentage under administrative functions. The sample school principal performance result rated by two rating groups (teachers range from 71% to 85% and wereda education administrators range from 71% to 85%), are similar.

This similarity among principal performance result may indicate that the sample schools principals manage the schools in similar administrative practices. It seems to say that the sample schools may provide: similar school administrative process for teaching learning process.

Therefore, it is possible to categorize the sample school principals' performance under groups of administrative practices to compute its relationship with sample school student achievement.

**Table 4.3: Mean and Standard Deviation of Principal Performance as Perceived by Wereda Education Administrators and Teachers**

Name of school	No of teachers respondents	Mean	S.D	No of wereda respondent	Mean	Standard deviation
Addisalem	11	3.10	0.95	2	3.63	0.87
Ambo	29	3.21	0.96	2	3.31	0.73
Bak	20	3.10	1.03	2	3.21	0.52
Gedo	22	3.30	1.03	2	2.89	0.93
Ginchi	20	3.36	0.94	2	3.13	0.95
Guder	20	3.20	0.96	2	3.51	0.96
Hdota	24	3.21	1.03	2	3.26	0.59
Shino	13	2.96	0.93	2	2.89	0.73

Table 4.3 presents principal performance, which rated by teachers and wereda education administrators in terms of mean and standard deviation. As teachers perceived, the average score of principal's performance range from 3.10 to 3.36 for all schools except Shino Secondary School. On the other hand average point of principals performance as perceived by wereda education administrators ranges 3.13 to 3.63 except for Gedo and Shino. The standard deviation results among the woreda respondents indicates much similar than among teachers respondents. Therefore, this result seems to be that the teachers and wereda education administrators would have different perception of principal performance .

Rather than mention difference almost all the sample school principals average of work efficiency are similar. This result may show that these sample school principals may apply some similar administrative practices. From this, one can say that the sample school principals may provide similar school climate for teaching learning process.

Table 4.4; presents that the data of students passing in different subjects in the EGSECE ("C" grade and above). From this Table it observed that comparatively a large percentage of students passed in History, Affan Orommo and Civic in all sample schools.

The data indicate that large percentage of students scored pass grade ("C" and above) in the similar subjects area. On the other side the data show that high percentage of students failed in subjects (Chemistry, Mathematics, Physics and Biology).

However, some specific difference can be observed from this table that from Addis Alem Secondary School (82% and 83%) passed in Amharic and English subjects respectively. From Holota Secondary School 80% of students passed in Amharic subject. In contrast from Holota Secondary School least percentage of students passed in Affan Oromo comparatively. Rather than these few grade results difference, the data show that there is similar percentage of student both in success and failure among the sample schools.

From these points of view it is possible to say that secondary schools in western Shoa Zone may provide similar teaching learning process. Therefore, it enables some one to say that the students in secondary schools of Western Shoa Zone may learn in similar school administrative condition .

**Table 4.4: Schools and Percentage of Student Passing In Each Subject in EGSECE ("C" Grade and Above)**

School code	Amharic				English			Math's			Physics			Chemistry			Biology			Geography			History			A/orommo			Civic.		
	I	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Addis Alem	No	107	72	179	118	63	181	64	37	101	87	34	118	66	20	86	89	34	123	101	47	148	113	64	117	102	62	164	109	52	161
	%	82	82	82	91	72	83	49	42	46	65	39	54	51	23	39	69	39	56	78	53	68	87	73	81	79	71	75	84	59	74
Ambo	No	505	310	815	576	261	837	415	259	674	472	268	740	435	231	666	507	247	754	534	251	785	649	383	1032	615	316	931	608	319	471
	%	69	66	68	79	55	70	57	55	56	65	57	62	60	49	55	59	52	63	73	53	65	89	81	86	84	67	78	83	68	77
Bako	No	153	44	197	169	47	216	81	28	109	105	35	130	117	23	140	128	37	165	149	39	188	186	62	248	205	50	255	170	44	214
	%	10	64	68	77	68	75	37	41	38	48	51	45	53	33	49	59	54	57	68	57	65	85	90	86	94	73	89	78	64	74
Gedo	No	452	87	539	671	129	800	519	110	629	511	107	618	549	97	646	638	120	758	674	137	811	715	171	886	767	184	951	668	144	812
	%	69	66	68	79	55	70	57	55	56	65	57	62	60	49	55	69	52	63	73	53	65	89	81	86	84	67	78	83	68	77
Ginchi	No	212	95	307	295	94	389	229	79	308	248	85	333	225	82	307	223	62	285	284	108	392	332	138	470	332	128	460	303	116	419
	%	59	62	60	82	61	76	63	52	60	69	59	65	62	54	60	62	41	55	79	71	76	92	90	91	92	84	90	84	76	82
Guder	No	200	66	266	250	59	309	171	60	231	163	50	213	179	35	214	222	42	264	253	60	313	297	96	393	334	101	435	254	60	314
	%	56	52	56	72	46	65	49	47	49	47	39	45	51	27	45	64	33	56	73	47	66	85	75	83	96	79	91	73	47	66
Holota	No	285	149	434	261	100	361	204	89	293	198	66	264	177	41	218	199	57	256	244	81	325	297	131	428	277	96	373	247	110	357
	%	81	78	80	75	53	67	58	47	54	57	35	49	51	22	40	63	30	47	70	43	60	85	69	79	79	51	69	71	58	66
Shino	No	86	15	101	109	15	124	70	7	77	93	12	105	89	10	99	110	15	225	108	16	124	118	17	135	131	23	154	116	73	133
	%	64	63	64	81	63	78	52	29	48	69	50	66	66	42	62	82	63	79	80	67	78	87	71	85	97	96	97	86	71	84

**Table 4.5: Mean and Standard Deviation of students GPA in EGSECE**

No	School Name	EGSECE GPA		Male		Female		Total Student	
		Minimum	Maximum	Mean	SD	Mean	SD	Mean	SD
1	Addis Alem	0.58	4.00	2.13	0.6	1.75	0.41	2.00	0.56
2	Ambo	0.57	4.00	2.12	0.57	1.83	0.47	2.00	0.55
3	Bako	0.67	3.57	1.95	0.47	1.70	0.35	1.89	0.46
4	Gedo	1.25	4.00	2.18	0.44	2.05	0.59	2.15	0.48
5	Ginchi	0.75	4.00	2.11	0.53	1.91	0.37	2.05	0.50
6	Guider	0.65	3.92	1.95	0.53	1.64	0.39	1.87	0.51
7	Holota	0.45	3.95	2.02	0.57	1.58	0.40	1.86	0.56
8	Shino	1.00	3.45	2.08	0.49	1.81	0.36	2.04	0.48

Table 4.5: presents the descriptive statistics of (students GPA in terms of, mean and standard deviation). The expected mean value for GPA of EGSECE is 2.00. In this Table it shows that the male student mean of GPA except Bako and Guder secondary schools is 2.00 and above. When reference made with female students only Gedo secondary school female student mean of GPA is above 2.00. The others sample school of female students' mean of GPA in EGSECE is less than 2.00. The total students' mean score of GPA in EGSECE, 2.00, these five schools result indicates that there is 2.00 and above GPA. However, in three schools (Bako, Guder and Holota) total students mean of GPA result is less than 2.

The data in Table 4.5 indicates that among the sample secondary schools Gedo students in case of (male, female and total) student of GPA in EGSECE are greater than 2.00. The other four schools Addis Alem Ambo, Ginchi, and Shino only in case of (male and total) students GPA are equal to

2.00 point and above. The rest two schools Bako and Guder student mean score of GPA in EGSECE in all cases of (male, female and total is less than 2.00 point).

This data source shows that all sample schools have standard deviation values, which are different from zero (0) and less than one (1)

**Table 4.6: Students Academic Achievement (2.00 and Above GPA in EGSECE)**

School Name	Male		Female		Total	
	No	%	No	%	N0	%
Addis Alem	65	50	21	24	86	40
Ambo	386	53	162	34	548	46
Bok	89	41	13	19	102	35
Ged0	513	67	100	47	613	62
Gindi	191	53	58	38	249	49
Guder	143	41	16	16	164	35
Holota	161	46	12	12	184	34
Shino	76	56	33	33	84	53

The Table 4.6: presents frequency of the data of students GPA result in EGSECE 2.00 and above in terms of school and sex difference. As the data indicate that from Gedo secondary school 67 % of male students are scored 2.00 and above GPA result. This data comparatively show that the highest percentage of male students passed from Gedo secondary school in EGSECE result.

The data in Table 4.6: show that from four schools Addisalem 50%, Ambo 53%, Ginchi 53% and Shino 56% of male students passed in EGSECE. From Bako and Gedo each 41%, from Holota 46% of male students passed.

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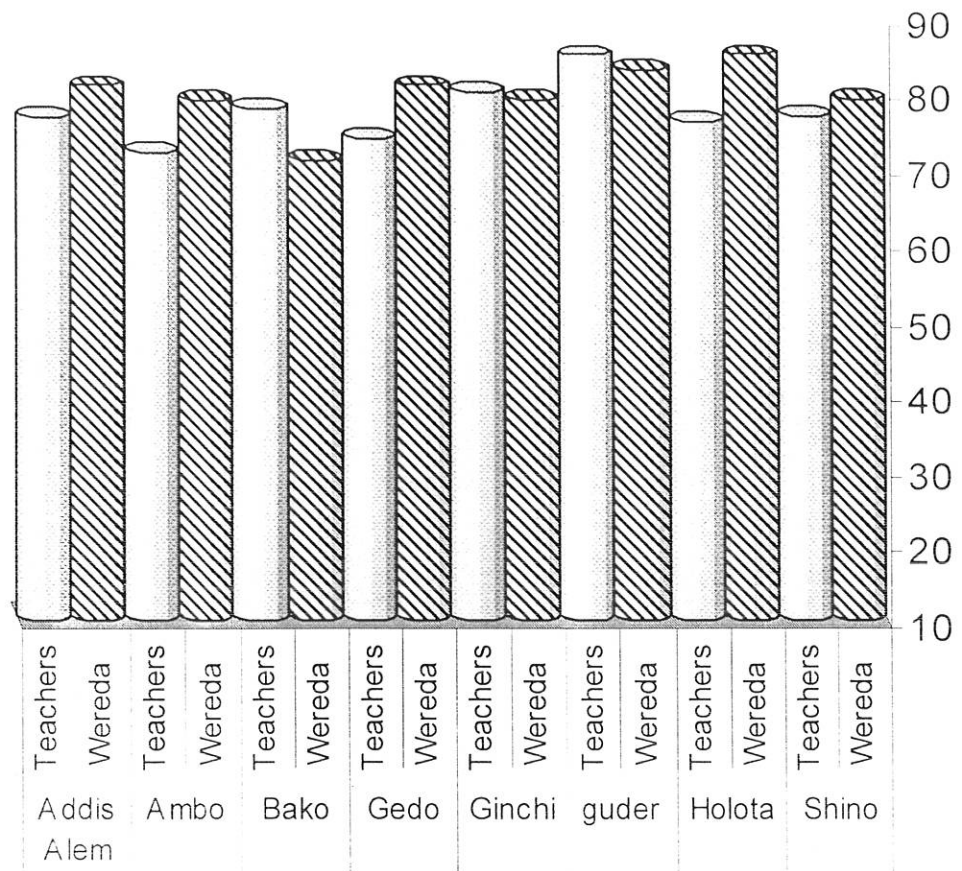
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The data in Table 4.6: show that from four schools Addisalem 50%, Ambo 53%, Ginchi 53% and Shino 56% of male students passed in EGSECE. From Bako and Gedo each 41%, from Holota 46% of male students passed.

However, the highest 47% of female students passed from Gedo secondary school in EGSECE. From the rest sample schools less than 40% of female students passed in EGSECE. There, the percentage of female who passed in EGSECE was less than the percentage of male who passed in EGSECE. Therefore, in order to encourage this female group the school needs to arrange special helps with female students learning activities.

The first basic question of the study was about the extent to what the school principal facilitates the school administration functions for teaching learning process. To reveal this question, the study has described the principal performance (work efficiency) which is rated by teachers and wereda education administrators by Bar Graph. As it is shown on Graph 1 the large percent of principle performance as perceived by teachers found to be 85 % and 80% for Ginchi and Guder secondary schools respectively. The rest sample schools principal performances results ranged from 71% to 78%.

## performance result



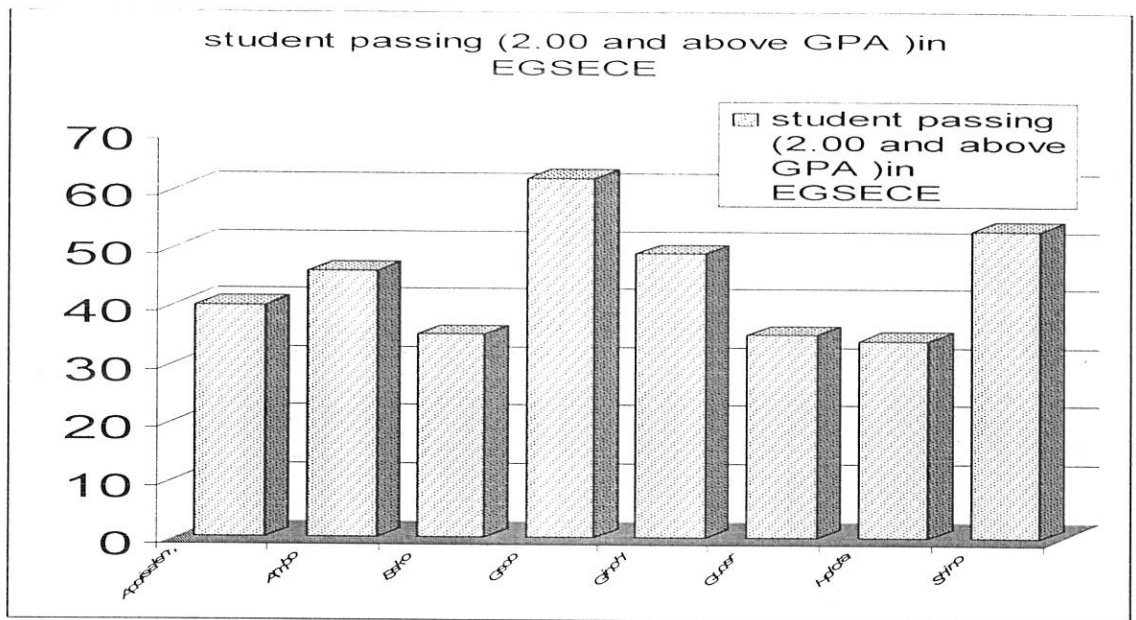
*Figure 1: School principal performance as perceived by wereda education administrators and teachers.*

On the other hand the principal performance which rated by wereda education administrators indicates that there is a high percentage found to be in Holata 85% and Guder 83%. The rest schools principals' performance result was between 71%-81%.

The Figure-1 shows that there is high percent of principal administrative performance found to be in Ginchi and Guder as perceived by teachers. But as wereda education administrators perceived the high percentage of principal performance result was found to be for Holata and Ginchi.

According to teachers perception of principal performance result it seemed that Ginch and Guder secondary schools principals may facilitate school administrative functions more for teaching learning process. However, as wereda education administrators perceived, the large percentage of principal performance found for Holata and Ginchi. It also seemed that these schools principals more facilitate school administrative functions for teaching learning process. Thus, these results show that individuals have different perception in rating principal performance, which also indicates a different nature of relation among individuals.

The data show that in most of the sample schools both of rating groups (teachers and Wereda education administrators) perception of principal performance results are similar. It seems to say that the sample school principal administrative practice may provide similar school interaction for teaching-learning process.



**School name**

*Graph - 2- percentage of the sample schools students passing (2.00 and above GPA) in EGSECE*

Figure-2 presents the percentage of the sample schools students passing (2.00 and above GPA) in EGSECE. It shows that a large *percentage* of students from Gedo 62% and Shino 58% passed in EGSECE).

From others schools Ambo 46%, Ginchi 48% and Addis Alem 39% of students passed in EGSECE. The rest three sample schools, Bako 35%, Guder and Holata from each 34% of students passed in EGSECE.

As one can understand from the Figure-2, the large percentage of students passed from Gedo and Shino Secondary Schools. According to the result, it seems to indicate that these two schools of administrative practices may take more focused with instructional leadership. Thus, these schools administration process may facilitate more school administration for teaching learning process.

And, it also enables one to say that the others schools which have similar percentage of students passing in EGSECE, their school administration process may provide similar teaching learning condition.

**Table 4.7: Correlation among Principal Performance as Perceived by Teachers and Student Passing in EGSECE (2.00 and above GPA)**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	.59	.35	.62*	.38	.62*	.38
Coordinating (X <sub>2</sub> )	.59	.35	.62*	.38	.62*	.38
Operating (X <sub>3</sub> )	.55	.30	.61	.37	.58	.34
Monitoring (X <sub>4</sub> )	.52	.27	.53	.28	.54	.29
Total administrative practices (X <sub>5</sub> )	.57	.32	.61	.37	.60	.36

*Correlation is Significant at 0.05 level*

The second question was about the relationship between the principal performance evaluation result and students achievement.

The study correlated the teachers' perception of principal performance evaluation under sub administrative functions of (planning, coordinating, operating, monitoring and total administration practices) with student (male, female and total) passing in EGSECE (2.00 and above GPA) result. These correlations are summarized in Table 4.7.

As data in table 4.7 show the correlation coefficient result of the sample schools principals administrative practice of planning ( $X_2$ ) with male, female, and total student passing in EGSECE found to be .59 (35%), .63 (40%), and .62 (38%) respectively. The correlation coefficient of the sample schools principals' administrative practice of planning ( $X_1$ ) with female and total student achievement were statistically significant at 0.05 alpha level. The relationship between the principals' administrative function of coordinating ( $X_2$ ) and students both cases of (female, and total) passing in EGSECE was .62 (38%). It was statistically significant at 0.05 alpha level. The other administrative functions of operating ( $X_3$ ), monitoring ( $X_4$ ) and total administrative practices ( $X_5$ ) of principals' performances, which rated by teachers are also correlated with students (Male, female, and total) passing (2.00 and above GPA) in EGSECE, among these result we failed to observe significant relationships.

However, the correlation coefficient result in Table 4.7 shows that there was a positive moderate relationship between the sample schools principals' performance and students passing in EGSECE.

Therefore, the correlation coefficient result between principal work efficiency and student academic achievement indicates positive and moderate relationship. Thus, the study result supports the review literature that wrote by Witziers, Bosker and Kruger (2003). They suggested that effective leadership can and does positively affect the school and the student outcome.

From this study result, it may able to say that the sample school principal may facilitate teamwork, and teachers' participation in instructional decision through school administration process. Further, it can be said that these sample schools principals may apply the administrative activities which enhance to increase teachers' commitment, and the principals able to use energy

and creativity available within their schools. Therefore, the school principal may be able to positively affect student achievement.

This analysis can also support a research explanation which is presented in part of a review of related literature. Some scholars, Andrews and Soder (1987), and Bender, Sebring, Bryk (2000) indicate that the principal can influence student performance indirectly through teachers and staff, and this influence includes a broader spectrum of behavior. Further, different researchers such as Reyes (1994), Andrews and Soder (1987), William (1964), Bender, Sebring and Bryk (2000), and Heck and Marcoulides (1993) suggest that principal administrative practice which includes a sense of teamwork, collaboration and involves teachers in instructional decision, which enables the principals to promote effective teaching service, increase collegiality among staff and that found positive effects of principal leadership on student achievement.

Thus, the sample school principals may exercise some teamwork and collaboration that may enable them to positively influence student achievement.

**Table 4.8: Correlation Between Principal Performance as Perceived by Wereda Education Administrators and Student Passing (2.00 and Above GPA) in EGSECE.**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	.36	.13	.73*	.53	.47	.22
Coordinating (X <sub>2</sub> )	.94*	.88	.88*	.77	.95*	.90
Operating (X <sub>3</sub> )	.43	.18	.52	.27	.47	.22
Monitoring (X <sub>4</sub> )	.63	.40	.54	.29	.62*	.38
Total administrative practices (X <sub>5</sub> )	.70*	.49	.73*	.53	.73*	.53

*Correlation is Significant at 0.05 level*

This part of the second question also asked whether there is a relationship between wereda education administrators' perception of principal performance and student achievement.

To reveal this question, the study has correlated among the wereda education administrators perception of sample school principal administrative function of (planning ( $X_1$ ), coordinating ( $X_2$ ), operating ( $X_3$ ), monitoring ( $X_4$ ), and entire administrative activities ( $X_5$ ) with students (male, female and total) passing in EGSECE. These correlations are summarized in Table 4.8.

According to these data, the more closely student achievement is tied to one of these area, principal administrative function of coordinating ( $X_2$ ). The correlation coefficient among principal administrative function of coordinating ( $X_2$ ) and student (male female and total) passing in EGSECE (2.00 and above GPA) are .94 (88), .88 (77), and .95 (90) respectively. These are statistically significant at 0.05 alpha levels. There is also correlation coefficient between principal administrative function of planning ( $X_2$ ) and female students achievement is .73 (53%), and the relationship among the principal performance of total administrative activities ( $X_5$ ) and both cases of (female and total) students passing are .76 (53%), which are also statistically significant at 0.05 alpha level. Further The correlation between administrative function of monitoring ( $X_4$ ) and (male and total) students are statistically significant at 0.05 level. Although, this data indicate that the relationship among principals performance (operating ( $X_3$ ) and students (male, female and total) passing in EGSECE is low. None of the correlations is significant at a level of  $P < 0.05$ .

Generally, the data in Table 4.8 indicates that there is a positive relationship between the wereda education administrators' perception of principal performance and student achievement. The result shows that among principal administrative functions, the strong correlation is between

coordinating ( $X_2$ ) and student achievement. From this result one explanation could be the fact that principal administration process more targets the instructional leadership process through the administrative activity of coordinating as it is highly tied to student achievement.

The research may provide evidence that the principal makes the better the fit school planning, coordinating, procedure of instructional leadership, operating different skills in school organization, and monitoring all administrative activities through teaching learning process that it will assure the principal can positively affect the student academic performance.

Further, this research result shows a positive relationship of principal performance which rated by wereda education experts with student achievement which may indicates that the sample schools principal through administration process facilitate some opportunities for teachers, staff members and community: participating in improving school planning change, team work and collaboration among these school organization. As it noticed in part of review of related literature, research evidence points that school principal can affect student achievement through staff members, teachers, parents and community participating on instructional decision making.

In both case of teachers and wereda education administrator perception of principal work efficiency which variables are in the behavior of school principal actually affect student achievement in schooling. As the literature on the school principal offers several models as based on school plan improvement, goal setting, staff collaboration, team work, group decision-making, communication, participation all staff in school improvement and monitoring overall feedback strategy, which has a pressure on principal. One possible fact that the better these administrative

functions fit directly and/or indirectly, the more which enables the school principal to affect positively the student performance.

To sum up, the research result in both of the teachers and wereda education administrators perception of principals administrative competency which correlated with student achievement indicates positive relationship. One possible reason for this positive relationship result is to say that the sample school principal may provide some positive administrative functions for teaching learning process.

Therefore, it also possible to say that the secondary schools principals in Western Showa Zone may provide some interesting' school culture which enables them to affect positively student performance.

The third question asked if there is a relationship between principal performance which rated by subject teachers qualification and students passing (grade "c" and above) in different subjects in EGSECE.

The study computed the correlation coefficient between the different subject teachers' perception of principal performance functions of (planning ( $X_1$ ), coordinating ( $X_2$ ), operating ( $X_3$ ), monitoring ( $X_4$ ), and total administrative practices ( $X_5$ )) and students passing (grade "C" and above) for each subject.

The first case the correlation coefficient between principal performance which rated by Amharic subject teachers and students achieve pass grade ("C" grade and above) in Amharic subject has calculated. The correlation coefficient result is summarized in Table 4.9.

**Table 4.9: The Correlation Coefficient between Principal Performance Which Rated by Amharic Teachers and Students' Amharic Grade "C" and Above**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	0.86*	.74	.83*	.69	.90*	.81
Coordinating (X <sub>2</sub> )	.74*	.55	.82*	.67	.81*	.66
Operating (X <sub>3</sub> )	.79*	.62	.87*	.76	.86*	.74
Monitoring (X <sub>4</sub> )	.77*	.59	.86*	.74	.84*	.71
Total administrative practices (X <sub>5</sub> )	.83*	.69	.89*	.79	.89*	.79

\* Correlation is significant at 0.05 level

The correlation coefficient between all administrative functions of principal performance and student (male, female and total) Amharic achievement (grade "C" and above) in EGSECE were statistically significant at 0.05 alpha level. It can be observed from the Table 4.9, the correlations coefficient between the principal administrative activities and students (male, female and total) Amharic achievement (grade "C" and above) are indicated strong relationship. Therefore, one can say that the sample school principals may facilitate some hostile and interest instructional leadership process for Amharic subject teaching learning activities.

**Table 4.10: Correlation between English Teachers Perception of School Principal Performance and Student Passing in English Subject**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	.37	.14	.45	.20	.41	.17
Coordinating (X <sub>2</sub> )	.59	.35	.77*	.50	.67*	.45
Operating (X <sub>3</sub> )	.45	.20	.55	.30	.49	.24
Monitoring (X <sub>4</sub> )	.35	.12	.47	.22	.40	.16
Total administrative practices (X <sub>5</sub> )	.49	.24	.62	.38	.54	.29

\* Correlation is significant at 0.05 level

Table 4.10 shows that the summary of correlation coefficient among the English teachers perception of sample school principal performance administrative function (planning (X<sub>1</sub>), coordinating (X<sub>2</sub>), operating (X<sub>3</sub>), monitoring (X<sub>4</sub>) and total administrative activities (X<sub>5</sub>) and students (male, female, and total) passing in English subject in EGSECE.

According to the study, the relationship of coordinating (X<sub>2</sub>) with (female and total) student English achievement is statistically significant at 0.05 alpha level. The highest relationship was between principal administrative function of coordinating (X<sub>2</sub>) and female students' achievement, which is .77 (50%). In general, the total result correlation shows that there is a positive relationship between sample school principal performance which rated by English teachers and students' English achievement.

From the study finding, it can be to say that while the principal facilitates more instructional leadership it enables the principal to see more positive effects of student English achievement.

**Table 4.11: Correlation between Principal Performance Which Rated by Mathematics Teachers and Students Passing (Scoring Grade "C" and Above) in Mathematics Subject**

Administrative practice	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	.67*	.45	.60	.36	.68*	.46
Coordinating (X <sub>2</sub> )	.87*	.76	.69*	.48	.86*	.74
Operating (X <sub>3</sub> )	.57	.32	.51	.26	.57	.32
Monitoring (X <sub>4</sub> )	.86*	.74	.67*	.45	.84*	.71
Total administrative practices (X <sub>5</sub> )	.76*	.58	.65*	.42	.78*	.61

\* Correlation is significant at 0.05 level

The third case the correlation coefficient between the principal performance, which rate by Mathematics teachers and students (grade "c" and above) in mathematics subject is computed. This correlation results are summarized in Table 4.11. The study finding shows that the correlation coefficients among principal performance of (planning (X<sub>1</sub>) and student (male and total) mathematics grade of EGSECE are .67 (45%) and .68 (46%) respectively, which were statistically significant at 0.05 alpha level. And the others principal administrative functions of coordinating (X<sub>2</sub>), monitoring (X<sub>4</sub>) and total administrative practice (X<sub>5</sub>) correlated with (male female, and total) student mathematics achievement are also statistically significant at 0.05 level. But none of the correlation coefficient between principal administrative function of operating (X<sub>3</sub>) and all cases of male, female students' mathematics achievement is significant at 0.05 alpha level.

The data in Table 4.11 indicated that there is strong relationship between principal administrative functions of coordinating, monitoring and total administrative practices with both cases of student (male and total) mathematics achievement.

Generally, the study result shows some strong, moderate and weak positive relationship between school principal administrative functions as perceived by mathematics teachers and students mathematics performance in EGSECE. From this result it can be say that wile the principal facilitate some hostile teaching learning condition which enhance to improve students' mathematics result.

**Table 4.12: Correlation among Physics Teachers Perception of Principal Performance and Student Physics Achievement (Grade "C" and above) in EGSECE**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	.47	.22	.24	.06	.41	.17
Coordinating (X <sub>2</sub> )	.44	.19	.29	.08	.41	.17
Operating (X <sub>3</sub> )	.37	.14	.28	.09	.31	.10
Monitoring (X <sub>4</sub> )	.51	.26	.42	.18	.49	.24
Total administrative practices (X <sub>5</sub> )	.45	.20	.31	.10	.42	.18

In fourth case the study correlated the physics teachers' perception of principal performance and student physics achievement in EGSECE. These correlations are summarized in Table 4.12.

As it indicates in Table 4.12 the relationship among physics teachers perception of principal administrative functions of planning ( $X_1$ ), coordinating ( $X_2$ ), operating ( $X_3$ ), monitoring ( $X_4$ ) and entire administrative activities ( $X_5$ ) with students cases of (male, female and total) physics achievement is weak. None of the correlations is significant at 0.05 alpha level. The highest correlation is between principal administrative function of monitoring ( $X_4$ ) and students male physics achievement, which is only 0.51. The correlation for principal administrative function of planning and female physics achievement is very low .24 (6%). However, all correlations coefficient of principal administrative functions and students physics achievement in EGSECE are positive. The result indicates positive relationship between principal performance and students' physics achievement while the school administrative activities facilitate some factors which has impact on physics instructional activities that it may able to see positive effect on students' physics achievement.

**Table 4.13: The Correlation between Chemistry Subject Teachers Perception of Principal Performance and Students Passing in Chemistry Subject (grade "C" and above in EGSECE)**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning ( $X_1$ )	.51	.26	.68*	.46	.60	.36
Coordinating ( $X_2$ )	.41	.17	.59	.35	.49	.24
Operating ( $X_3$ )	.45	.20	.56	.31	.51	.26
Monitoring ( $X_4$ )	.50	.25	.74*	.55	.60	.36
Total administrative practices ( $X_5$ )	.49	.24	.67*	.45	.57	.32

\* Correlations significant at 0.05 level

Fifth case of the study correlated between chemistry teacher perception of principal performance function of planning ( $X_1$ ), coordinating ( $X_2$ ), operating ( $X_3$ ), monitoring ( $X_4$ ) and entire

Table 4.16 indicates that the correlations coefficients between history teachers perception of principal administrative activities (planning (X<sub>1</sub>), coordinating (X<sub>2</sub>), operating (X<sub>3</sub>) monitoring (X<sub>4</sub>) and total administrative activities (X<sub>5</sub>) and students (male, female and total) History achievement (grade "C" and above) are lowered. None of the correlation is significant at 0.05 alpha level. The highest correlation is between principal administrative activities of coordinating (X<sub>2</sub>) and female students History achievement, which is .37 (14%). The lowest correlation is between principal administrative activities of planning (X<sub>1</sub>) and male students, it is 0.20 (4%). However, the result shows that there is a positive relationship between History teachers' perception of principal performance and student History achievement.

Thus, according to the result one can say that the sample schools principal fit the better administrative functions the more positively effect on students History achievement.

**Table 4.17: Correlation between Principal Performance as Perceived by Affan Oromo Teachers and Student Passing in Affan Orom ("C" grade and above)**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning (X <sub>1</sub> )	.56	.31	.61	.37	.60	.36
Coordinating (X <sub>2</sub> )	.65*	.42	.73*	.53	.70*	.49
Operating (X <sub>3</sub> )	.66*	.44	.77*	.59	.71*	.50
Monitoring (X <sub>4</sub> )	.57	.32	.67*	.45	.64*	.41
Total administrative activities (X <sub>5</sub> )	.63*	.40	.71*	.50	.67*	.45

\* Correlation is significant at 0.05 level

Ninth case of the correlations coefficients calculated between Affan Oromo teacher's perception of principal performance work efficiency and students' Affan Oromo achievement, which are summarized in Table 4.17. It shows that the relationship between principal performance and students Affan Oromo result is moderate. Most of these relationships among principal administrative

function except planning ( $X_1$ ), and monitoring ( $X_4$ ) with student Affan Oromo achievement are statistically significant at 0.05 level. According to these data, the student achievement is more closely tied to one of the principal administrative function of operating. The correlation coefficient of principal administrative function of operating ( $X_3$ ) with male, female and total students is .66 (44%), .77 (59%) and .71 (50%) respectively. On the other hand the administrative functions are more related to female student achievement.

Generally, the correlation coefficient between principal performances which perceived by Affan Oromo teachers and student Affan Oromo achievement indicated moderate relationship.

**Table 4.18: Correlation among Civic Teachers Perception of Principal Performance and Students Passing in Civic (Grade "C" and Above)**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning ( $X_1$ )	.62	.38	.25	.06	.56	.31
Coordinating ( $X_2$ )	.58	.34	.68*	.46	.66*	.44
Operating ( $X_3$ )	.80*	.64	.79*	.62	.85*	.72
Monitoring ( $X_4$ )	.69*	.48	.64*	.41	.72*	.52
Total administrative activities ( $X_5$ )	.74*	.55	.75*	.56	.79*	.62

\* Correlation is significant at 0.05 level

The Table 4.18 shows that the summary of correlation coefficient between civic teachers perception of principal performance and student civic achievement. These data indicate that the correlations coefficients of principals' administrative functions operating ( $X_3$ ) monitoring ( $X_4$ ) and total administrative activities ( $X_5$ ) with student civic achievement are statistically significant at 0.05 alpha level, and coordinating ( $X_2$ ) with male student achievement is also statistically significant

at 0.05 alpha level. According to these data, the correlations coefficient of administrative functions of operating with all cases of civic student achievement indicated strong relationship.

The highest relationship is between principal administrative function operating ( $X_3$ ) and total student civic achievement, which is 0.85 (72%). The lowest relationship is between principal administrative function planning ( $X_1$ ) and female students civic achievement, which is .25 (6%).

It can be observed in Table 4.18 the correlation coefficient among principal administrative functions and civic achievement except between  $X_1$  and female achievement indicate moderate relationship. Thus, it can be say that the sample schools principals may make good contribution for students' civic achievement through instructional leadership activities.

**Table 4.19: Correlation Coefficient between Teachers Perception of Principal Performance and Student Passing in Different Subject (Grade "C" and above) in EGSECE**

Administrative	Amharic		English		Maths		Physic		Chemistry		Biology		Geography		History		Affan Oromo		Civic	
	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>	R	R <sub>2</sub>
Planning	.80*	.64	.72*	.52	.73*	.53	.71*	.50	.68	.46	.65	.42	.70	.49	.76*	.56	.72*	.52	.73*	.53
Coordinating	.81*	.66	.72*	.52	.73*	.53	.71*	.50	.68	.46	.66	.44	.70	.49	.76*	.57	.72*	.50	.73	.53
Operating	.73*	.53	.67	.45	.68	.46	.67	.45	.66	.44	.63	.40	.66	.44	.73*	.53	.70	.49	.70	.49
Monitoring	.76*	.56	.65	.42	.66	.44	.62	.38	.60	.36	.59	.35	.62	.38	.69	.47	.65	.42	.65	.42
Total administrative activities	.79*	.62	.70	.49	.71*	.50	.69	.47	.67	.45	.64	.41	.68	.46	.75*	.56	.70	.49	.71*	.50

The fourth question is asked whether one of the principals' administrative functions which perceived by teachers has more relationship with student achievement. To reveal this question the study correlated the teacher perception of principal administrative functions (planning ( $X_1$ ),

Coordinating ( $X_2$ ), operating ( $X_3$ ) monitoring ( $X_4$ ) and total administrative activities ( $X_5$ ) with ten subjects (Amharic, English, mathematic, physics, chemistry, Biology, Geography History, Affan Orommo, and Civic) of students' achievements ("C" grade and above) in EGSECE. These correlations coefficients are summarized in Table 4.19. Accordingly, the correlation coefficient of administrative functions both of planning ( $X_1$ ) and coordinating ( $X_2$ ) with seven subjects (Amharic, English, mathematics, physics, History, Affan Oromo and civic) student achievement are .80 (64%), .72 (52%), .73 (53%), .71 (50%), .76 (56%), .72 (72%) and .73 (53%) respectively, which are statistically significant at 0.05 alpha level. The second one is the relationship between entire groups of administrative practice ( $X_5$ ) and four subjects (Amharic, Mathematics, History and civic) of students achievement are statistically significant. The relationship of the rest two of principal administrative functions of operating with both of two subjects (Amharic and History), and monitoring only with Amharic student achievement are statistically significant at 0.05 alpha level.

According to, the data result in Table 4.19, both of planning ( $X_1$ ) and coordinating ( $X_2$ ) of principal administrative functions have equally more significant relationship with more number of subjects' achievement. Thus, it enables some one to say that the school principal may more influence the total subjects' achievement through planning and coordinating of administrative functions.

**Table 4.20: The Correlation Coefficient among Wereda Education Administrators Perception of Principal Performance and Students Achievements in Different Subject (Grade "C" and Above) in EGSECE**

Administrative	Amharic		English		Maths		Physic		Chemistry		Biology		Geography		History		Afan Oromo		Civic	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning	.32	.10	.20	.04	.27	.07	.29	.08	.21	.04	.16	.02	.20	.04	.23	.05	.16	.02	.24	.06
Coordinating	.49	.24	.47	.22	.48	.23	.40	.16	.39	.15	.43	.18	.45	.20	.42	.17	.41	.17	.42	.18
Operating	.48	.23	.39	.15	.45	.20	.40	.16	.34	.12	.36	.13	.38	.14	.38	.14	.34	.12	.38	.14
Monitoring	.32	.10	.19	.04	.23	.05	.16	.02	.11	.01	.13	.02	.17	.03	.19	.04	.15	.02	.16	.02
Total administrative activities	.40	.16	.31	.10	.35	.12	.29	.08	.23	.05	.25	.06	.29	.08	.30	.09	.26	.06	.28	.08

The fifth question asked whether one of the principal administrative functions of (planning ( $X_1$ ), coordinating ( $X_2$ ), operating ( $X_3$ ) monitoring ( $X_4$ ) and total administrative activities ( $X_5$ ) as perceived by wereda education administrators has more relationship with students achievement.

The study correlated the wereda education administrators' perception of principal performance with ten subjects students' achievement (grade "C" and above) in EGSECE. These correlations coefficients are summarized in Table 4.20. The data result indicates that the relationship between principal performance and students' subjects' achievement is lower. None of the correlation is significant at 0.05 alpha level. The highest correlation is between principal administrative functions of coordinating ( $X_2$ ) with Amharic achievement which is .49 (24). The lowest correlation between monitoring ( $X_4$ ) with chemistry achievement, it is .11 (1%).

It can be observed from the Table 4.20 that the higher correlation coefficient is between the principal administrative function of coordinating ( $X_2$ ) and students' subject achievement.

administrative activities ( $X_5$ ) and students (male, female and total) chemistry achievement. These correlations coefficients are summarized in Table 4.13. According to the result, the relationship of principal administrative function, such as planning ( $X_1$ ), monitoring ( $X_4$ ) and total administrative practice with female students chemistry achievement found to be .68 (46%), .74 (55%) and .67(45%) respectively, which are statistically significant at 0.05 alpha level. None of the rest relationship of administrative function with student (male, female and total chemistry achievement is significant at 0.05 level. Further, the result in Table 4.13 shows that a relationship between principal performance and female student chemistry achievement is greater than the relationship of principal performance with male and total student chemistry achievement. And the principal performance relationship with total students' chemistry achievement is also greater than the relationship of principal performance with male student chemistry achievement.

Therefore, from the result one can say that the school principal administrative function may more contribute to female student than male student chemistry achievement.

**Table 4.14: Correlation between Biology Subject Teachers Perception of Principal Performance and Students Passing in Biology ("C" grade and above)**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning ( $X_1$ )	.67*	.45	.61	.37	.69*	.48
Coordinating ( $X_2$ )	.66*	.44	.68*	.46	.69*	.48
Operating ( $X_3$ )	.36	.13	.51	.26	.42	.18
Monitoring ( $X_4$ )	.49	.24	.34	.18	.49	.24
Total administrative practices ( $X_5$ )	.62	.38	.65*	.42	.66*	.44

\* Correlation is significant at 0.05 level

The sixth case of the study was calculated the relationship between biology subject teacher perception of principal performance and students passing in biology subject in EGSECE. These correlations coefficients are summarized in Table 4.14. The study findings shows that the correlation coefficient between administrative function of planning with male and total students' Biology achievement are .67 (45%) and .63 (38%), and the correlation coefficient result of .66 (44%) 68 (46%) and .69 (48%) are between coordinating and student (male, female and total) Biology performance respectively, which are statistically significant at 0.05 level. Further, the correlations coefficient .62 (38%), .65 (42%) and .66 (44%) are between administrative activities ( $X_5$ ) and students (male, female and total) Biology achievement respectively, which also indicated statistically significant at 0.05 level. The relationship principal administrative function except operating ( $X_3$ ) and monitoring ( $X_4$ ) are statistically significant with all male, female and total students Biology achievement.

Thus, one can say that if the school principals facilitate some interesting teaching learning condition to Biology department through their instructional leadership activities it may enable the school to improve Biology achievement.

**Table 4.15: Correlation among Geography Teachers Perception of Principal Performance and Student Geography Achievement in EGSECE (grade "C" and above)**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning ( $X_1$ )	.35	.12	.58	.34	.43	.18
Coordinating ( $X_2$ )	.34	.11	.53	.28	.41	.41
Operating ( $X_3$ )	.29	.08	.49	.24	.35	.12
Monitoring ( $X_4$ )	.25	.06	.42	.18	.31	.09
Total administrative practices ( $X_5$ )	.32	.10	.52	.27	.39	.15

The seventh case of the study also calculated the relationship of Geography teachers' perception of principal administrative activities of (planning ( $X_1$ ), coordinating ( $X_2$ ), operating ( $X_3$ ), monitoring ( $X_4$ ) and total administrative activities ( $X_5$ ) with students (male, female and total) Geography achievement. These correlations coefficients are summarized in table 4.15. None of the correlations is significant at 0.05 alpha level. The highest correlation is between principal administrative planning ( $X_1$ ) and female students Geography achievement, which is 0.58 (34%). The correlation for administrative function of monitoring ( $X_4$ ) and male students Geography achievement is lower (0.25 (6%)).

Therefore, the relationship between Geography teachers' perception of principal performance and students Geography achievement is lower. However, the result shows that the relationship between principal performance and student Geography achievement is positive.

Thus, one can say that the principals fit the better instructional leadership to Geography instructional process it may enables the school to observe the better positive effect on students Geography achievement.

**Table 4.16: Correlation among History Teachers Perception of Principal Performance and Student History Achievement (Grade "C" and Above) in EGSECE**

Administration function independent variable	Male		Female		Total	
	R	R <sup>2</sup>	R	R <sup>2</sup>	R	R <sup>2</sup>
Planning ( $X_1$ )	.20	.04	.37	.14	.27	.07
Coordinating ( $X_2$ )	.31	.09	.33	.11	.33	.11
Operating ( $X_3$ )	.29	.08	.29	.08	.30	.09
Monitoring ( $X_4$ )	.30	.09	.21	.04	.28	.08
Total administrative activities ( $X_5$ )	.31	.09	.32	.10	.32	.10

## CHAPTER FIVE

### 5. DISCUSSION

The findings concerning the relationship of principal performance and students' achievement are discussed here under:

The principal administrative activities such as planning ( $X_1$ ) coordinating ( $X_2$ ), operating ( $X_3$ ); monitoring ( $X_4$ ) and entire administrative functions ( $X_5$ ) are independent variables, which are rated by teachers and wereda education administrators'. The dependent variables in subgroups and entire groups are students (male, female and total) passing in GPA EGSECE, and passing in different subjects (grade "C" and above) in EGSECE.

#### **5.1. Principal Performance (Administrative Facilitate)**

When we see the principal performance which are rated by teachers and wereda education administrators, among the teachers perception of principal performance it indicates similar result. And the wereda education administrators' perception of principal performance also shows similar result. From this result we can say the principal may apply similar school administrative process for instructional process.

#### **5.2. Relationship of Principal Performance and Students Achievement**

The relationship computed between teachers' perception of principal performance and students GPA in EGSECE (2.00 and above) indicates that there was a moderate positive relationship. The study result can support a literature explanation of Anderews and Soder (1987), which suggests that principal, can influence students' achievement indirectly and directly through instructional

leadership and through teachers and staff administrating process. From these data result, the principal may exercise sense of teamwork, involves teachers in instructional decision and participating students in co-curriculum by their interest as these items included in questionnaire which enables the principal find positive effects of principal leadership on student academic performance. According to the result the principal performance account from 27% to 38% of proportion variance for student (male, female and total) GPA of EGSECE.

This result shows such some moderate relationship between principal administrative function of planning and coordinating with female and total students' academic performance. Therefore, according to literature explanation it enables to say that the secondary school principal in western Shoa Zone may allow the opportunity of group decision in the school teaching learning process. This result discussion supports the researchers' view of Buckley and Styan (1988), they suggest that the group decision is a potent environment for learning and provides a close relationship with professional colleagues, which build confidence and share anxieties in an atmosphere which are supportive and helpful.

Thus, these principals may develop close relationship to share anxieties to minimize group resistance toward the goal and provide teaching learning opportunity to improve student achievement.

Further, analysis was conduct with the relationship between wereda education administrators perception of principal performance and students achievement (2.00 and above GPA in EGSECE). The findings of the study show that principal administrative function of coordinating ( $X_2$ ) accounts 88%, 77% and 90% of proportion variance for male, female and total students

achievement (GPA in EGSECE) respectively. It indicates strong relationship between principal performance and student achievement. Further the principal administrative function of entire administrative practice ( $X_5$ ) accounts 49% for male and 53% of proportion variance for both of female and total students, and administrative function of planning also accounts 53% proportion variance for female students' achievement. The administrative function of monitoring is account proportion variance of 40% and 38% for male and total students' academic performance respectively. This result indicates moderate relationship between principal performance and students' achievement in EGSECE.

In general, in both of teachers and wereda education administrators' perception of principal performance, the correlation coefficient results indicate some moderate and strong positive relationship between the principal performance and students' achievement. From this result it is possible to say the fact that while the principal facilitate the school administrative process so it enables the school to improve the student achievements as the principal performance and students' achievement have positive relationship.

### **5.3. Relationship of Principal Performance and Subjects Achievement**

The correlation coefficient between subject teacher perception of principal performance and student different subjects achievement ("C" grade and above) in EGSECE were computed.

The correlation coefficient of principal performance and student Amharic achievement are statistically significant at 0.05 level. Which also indicate some strong relationship between principal performance and students Amharic achievement such: principal administrative planning

(X<sub>1</sub>) accounts 81% proportion variance for total student Amharic achievement. And administrative function of X<sub>5</sub> also accounts 79% proportion variance for female student Amhaire performance.

The analysis of the study dealt with the relationship between the English teachers perception of principal performance and English achievement ("C" grade and above) in EGSECE. Only the correlation coefficients of coordinating (X<sub>2</sub>) with both student (male and total) English achievement are statistically significant. Administrative function of (X<sub>2</sub>) accounts 50% and 45% proportion variance for female and total students' English performance respectively.

The study computed the correlation coefficient between mathematics teachers' perception of principal performance and students' mathematics achievement. The study findings indicated that among principal administrative function X<sub>2</sub>, X<sub>4</sub> and X<sub>5</sub> account proportion variance of 76%, 74% and 58% respectively for male mathematics achievement. And these administrative functions of X<sub>2</sub>, X<sub>4</sub> and X<sub>5</sub> also account proportion variance 74%, 71% and 61% for total student's mathematics performance in EGSECE. Administrative function of coordinating (X<sub>2</sub>) accounts 48% proportion variance for female student mathematics performance. The data result indicated that the weak relationship was between administrative function of operating (X<sub>3</sub>) and female students' mathematics achievement, which accounts 26% proportion variance for female students' mathematic achievement in EGSECE.

Generally the correlation coefficient between mathematics teachers' perception of principal performance and students' mathematics achievement indicated some strong and moderate relationship.

The study also correlated between physics teachers' perception of principal performance and students' physics achievement in EGSECE. The correlation coefficients of principal administrative function with male, female, and total students' physics achievement indicated low relationship. None of the correlations is significant at 0.05 level. The high correlation is between principal administrative function of monitoring ( $X_4$ ) and student male physics achievement, which accounts 26%, 18% and 24% proportion variance for male, female, and total students' physics achievement respectively. The correlations coefficient indicated that the administrative functions account more proportion variance for male than for female and total students' physics achievement.

Further, the study calculated the relationship between the chemistry teachers' perception of principal performance and students' chemistry achievement in EGSECE. The correlation coefficient among principal administrative function of planning ( $X_1$ ), monitoring ( $X_4$ ) and total administrative activities ( $X_5$ ) with female chemistry achievement are statistically significant at 0.05 level, which accounted 46%, 55% and 45% respectively proportion variance for female students' chemistry achievement. The relationship between principal administrative function and students' (female and total) chemistry achievement was moderate. And the correlation coefficient among principal administrative function and male chemistry achievement indicated weak relationship.

The next analysis was the relationship between Biology teachers' perception of principal performance and students Biology achievement in EGSECE. The study findings indicated that the administrative function of coordinating ( $X_2$ ) accounts proportion variance of 44%, 46% and 48% for male, female and total students' Biology achievement respectively. The administrative

function of planning ( $X_1$ ) is accounted proportion variance of, 45% and 48% for male and total student Biology achievement, and the entire administrative practice ( $X_5$ ) also accounts 38%, 42% and 44% proportion variance for male, female and total students' Biology achievement respectively.

The study findings correlated between the Geography teachers' perception of principal performance and students Geography achievement in EGSECE. None of these correlations coefficient result among principal administrative function and students' Geography achievement is significant at 0.05 alpha level. The highest correlation is between principal administrative function of  $X_1$  and female students, which accounts 34% proportion variance for female Geography achievement. The relationship between principal performance and female students' Geography achievement is greater than the relationship of administrative functions with male and total students' Geography achievement.

The study indicated that there was a weak relationship between principal performance which perceived by History teachers and students' History achievement. None of the correlations is significant at 0.05 level. Principal administrative function of planning  $X_1$  accounts a higher proportion variance of 14% for female students' History achievement. According to result, the relationship between principal performance and students' History achievement was weak.

The study correlated between Affan Oromo teachers' perception of principal performance and student Affan Oromo achievement. The correlations coefficient among administrative function of  $X_2$ ,  $X_3$  and  $X_5$  and students' Affan Oromo achievement are statistically significant at 0.05 level. And the relationship between monitoring ( $X_4$ ) and female and total student Affan Oromo

achievement are also statistically significant at 0.05 level. This study finding indicated that the principal performances are more accounted proportion variance for female student than male and total students' Affan Oromo achievement in EGSECE. According to the result, there was a moderate relationship between the principal performance and student Affan Oromo achievement.

The relationship between the civic teachers' principal performance and student civic achievement is also computed. The correlations coefficient between principal administrative functions of  $X_3$ ,  $X_4$  and  $X_5$  with all case of male, female, and total students, and  $X_2$  with female and total students' civic achievement are statistically significant. According to data, among the principal administrative function, there was a strong relationship between  $X_1$  with all cases of students and  $X_5$  with students' (female and total) civic achievement in EGSECE. Generally, the correlation coefficient between principal performance and civic achievement indicated some moderate and strong relationship.

To sum up the study indicated that there were positive moderate and strong relationship among subject teachers' perception of principal performance and students' subjects' achievement

#### **5.4. Relationship of Principal Performance and Different Subjects**

##### **Achievement**

The study correlated between principal performance, which rated by teachers and ten different subjects achievement in EGSECE. This result indicated that the correlation coefficient results principal administrative functions of planning ( $X_1$ ) and coordinating ( $X_2$ ) with seven different subject performances are statistically significant. Among the principal administrative functions of

planning ( $X_1$ ) and coordinating ( $X_2$ ) indicated more significant relationship with more number of different subject performances.

The study also correlated the relationship between principal performance which rated by wereda education administrators and ten different subject achievement in EGSECE. The study findings indicated that the higher correlations coefficient was between administrative function of coordinating ( $X_2$ ) students subjects' achievement.

Generally, the result indicated that in both case of the rating groups (teachers and wereda education administrators) perception of principal administrative functions of coordinating have more relationship with student academic achievement.

## CHAPTER SIX

### 6. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 6.1. Summary

The study deals with the relationship between the principal performance and students' achievement in secondary schools in Western Shoa Zone. For the study process eight secondary schools were selected by simple random taking technique. The study adopted Likert scale type questionnaires for principal performance rating process. About 50% of teachers were randomly selected from each school, and two wereda education administrators from each woereda education office were purposely involved in rating principal performance. The second dependent variable data was students achievement (2.00 and above GPA) and students' subjects' performance ("C" grade and above in each subject) in EGSECE. These students academic performance obtained from sample schools mark list of EGSECE. And the sample school principal performance was rated by sample teachers and wereda education administrators. This principal performance, which rated by teachers and wereda education administrator turned to the researchers.

Thus, the two variables such as principal performance and students' academic achievement was correlated to reveal the five basic question of the study.

The study findings have been summarized as follows:

The study result showed that both rating groups of teachers and wereda education administrators' perception of principal performance results are similar. From this result one can say that the sample school principals may provide similar school administrative system for teaching learning process.

Related to the relationship between the teachers perception of principal performance and student achievement, the result indicated that there was a significant relationship among principal administrative functions of planning and coordinating with both of male and total students achievement (2.00 and above GPA) in EGSECE. Over all the result showed that there was a moderate relationship between the teachers perception of principal performance and the students academic performance (2.00 and above GPA) in EGSECE.

The relationship between wereda education administrators' perception of principal performance and students achievement (2.00 and above GPA) in EGSECE was computed. According to the result, there was a significant relationship among administrative function of  $X_4$  and  $X_5$  with students academic performance (2.00 and above GPA) in EGSECE. Further, the study indicated a strong relationship between  $X_2$  and students' academic achievement. There was also a significant relationship between some case of principal administrative function of planning and female academic result. However, from the study result one can observed that there was a weak relationship between principal administrative functions of operating with all case of students, and planning with male and total student academic performance (2.00 and above GPA) in EGSECE.

The study computed the correlation coefficient between subject teachers perception of principal performance and students' subjects' performance ("C" grade and above) in EGSECE.

The study result revealed that the correlation coefficient between Amharic teachers' perceptions of principal performance and student Amharic achievement ("C" grade and above) are statistically significant at the 0.05 level. The finding indicated a strong relationship between principal performance and students' Amharic achievement.

The correlation among the English teachers' perception of principal performance and student English performance ("C" grade and above) in EGSECE indicated a significant relationship between principal administrative functions of coordinating and students (female and total) English performance. Generally the result showed some moderate and lowered relationship between English teachers' perception of principal performance and student English achievement.

The correlation coefficient between mathematics teachers perception of principal performance and students' mathematics achievement showed that there was a significant relationship between the principal's administrative functions of (coordinating, monitoring and total administrative practice) with students mathematics performance. It also indicated a significant relationship between principal's administrative practice of planning and student's (male and total) mathematics performance in EGSECE.

The study also computed the relationship between the physics teachers' perception of principal administrative functions and student (physics performance ("C" grade and above) in EGSEE. None of correlations coefficient is significant at 0.05 alpha level. The finding indicated a large correlation between the principal's administrative function of monitoring ( $X_4$ ) and male students' physics achievement, which was a moderate relationship. The rest of the correlation's results indicated a low relationship between principal performance, and the students' physics achievement ("C" grade and above) in EGSECE.

Other correlation was between chemistry teachers' perception of principals' performance and the students' chemistry result ("C" grade and above) in EGSECE. There were some significant relationship among principal administrative functions and female students' chemistry

achievement. This correlation coefficient result indicated some lower and moderate relationship between principal administrative function and students' chemistry achievement.

The correlation coefficient between principal performance as Biology teachers perceived and students' Biology achievement indicated some significant relationship. The relationship between the principal administrative functions of (coordinating and monitoring) with all case of students Biology achievement were statistically significant at 0.05 alpha level. But, the correlation coefficient between principals' administrative function of (operating and monitoring) with all case of students, and planning with only female case students' Biology performance ("C" grade and above) in EGSECE were not statistically significant at 0.05 level. The result revealed there was moderate and lower relationship between the principal performance and student Biology achievement.

The study correlated also between principal performance as Geography teacher perceived and students' Geography achievement. According to the result, none of the correlations coefficient among principals' administrative practices and students' Geography achievement was significant at 0.05 alpha level. The high correlation was observed between principals' administrative function of planning and female students Geography achievement.

Further, the correlation coefficient between History teachers' perception of principal's performance and students' History result ("C" grade and above) was not significant at 0.05 alpha level. The large correlation observed between principals' administrative function of planning and female students' History performance ("C" grade and above) in EGSECE. Generally the result

indicated a weak relationship between principal performance as History teacher perceived and students' History achievement ("C" grade and above) in EGSECE.

The correlation coefficient between Affan Oromo teachers' perception of principal performance and students' Affan Oromo result was computed. The study finding revealed that there were significant relationship among the principals' administrative functions and students' Affan Oromo performance ("C" grade and above) in EGSECE.

Related to the subject teachers perception of principal performance and student subject achievement, there was a last correlation computed between the civic teachers perceptions of principal performance and students civic achievement ("C" grade and above in EGSECE). The study finding indicated a significant relationship among the principal's administrative functions of  $X_3$ ,  $X_4$  and  $X_5$  with all case of students' civic performance. There was also a significant relation between  $X_2$  and students case of female and total civic achievement ("C" grade and above in EGSECE).

The study correlated between teachers' perception of principal's performance and students' ten subjects performance ("C" grade and above in EGSECE). The result revealed that the principal's administrative functions of planning and coordinating have more significant relationship with seven subjects of students' achievement. According to the result, it enables some one to say that among the principal administrative functions, the school principal may more contributed for the students' academic performance through planning and coordinating activities.

Moreover, the study correlated among wereda education administrators' perception of principal performance and student subject result ("C" grade and above in EGSECE). According to the

study result, none of the correlation coefficient among principal's administrative function and different subjects' performance is significant at 0.05 level. The higher correlation coefficient was between principal's administrative function of coordinating and students' subjects' performance.

## **6.2. Conclusion**

Based on the study finding the following conclusions are drawn.

The principals' performances, which perceived by teacher and wereda education administrators, were similar. This result seemed to indicate that the secondary school principals may practice similar administrative process in Western Shoa zone.

In terms of students' achievement, high percentage of students passed from Gedo secondary school. It shows that Gedo secondary school may more facilitate school administrative process for teaching learning process.

The correlation coefficient between principals' performance as rated by teachers and students academic performance (2.00 and above GPA) indicated positive and some significant relationship.

The study result indicated that there were some strong, moderate and weak relationship among principals' administrative functions which rated by wereda education administrators and students' achievement (2.00 and above GPA) in EGSECE.

The correlations coefficients among subjects teachers perception of principal performance and students' subjects' result ("C" and above grade in EGSECE) indicated positive some weak, moderate and strong relationship.

The study finding showed that there was a strong relationship between principal performance which rated by Amharic teachers and students Amharic performance. The correlation coefficient between principal's performance which perceived by English teachers and students English performance indicated positive lowered relationship.

In case of mathematics teachers' perception of principal's performance, the correlations coefficient indicated strong relationship among principal administrative function and students' mathematics achievement.

The principal's performance rated by physics teachers correlated with students' physics achievement. None of the correlations coefficient indicates significant relationship. among principal's administrative and students physics achievement. However, there was positive a few moderate and lower relationship between principal's performance and students' physics achievement.

The correlation coefficient between principal's performance rated by chemistry teachers and students chemistry achievement ("C" grade and above in EGSECE) indicated some significant moderate and weak positive relationship.

The study correlated between principal performance which rated by Biology teachers and students Biology achievement. The correlation result indicated some significant relationship among principal's administrative function of (coordinating and monitoring) with all case of students' Biology achievement.

The correlation coefficient result between Geography teachers' perceived principal performance and students' Geography achievement was not significant. However, it indicated a low positive relationship between principal performance and students' Geography achievement.

Further, the study indicated that there was no significant relationship between principal's performance which rated by History teachers and students History achievement. This study result indicated a low and positive relationship among the principal administrative function and students' History achievement in EGSECE.

The correlations coefficient between principal's performance as Affan Oromo teachers perceived and students Affan Oromo achievement indicated significant relationship.

Moreover, the study result indicated significant relationship among principal administrative function and students' civic achievement.

To sum up the study result indicated that there were more significant relationship among subjects' teachers' perception of principal administrative functions and subjects (Amharic, mathematics, Biology, Affan Oromo and Civic) student grade result in EGSECE. Further, the result also indicated few relationships among the English and chemistry teachers' perception of

principal performance with these subjects' students' achievement in EGSECE. However, the correlation coefficient among physic, Geography and History teachers' perception of principal performance with these three subjects students' grade result did indicate significant relationship.

Over all the correlation coefficient between different subjects teachers' perception of principal performance and different subject students' achievement indicated positive relationship.

The study correlated between teachers perception of principal performance and students academic performance ("C" grade and above in different subjects in EGSECE). Among the principal administrative functions, there were better relationship of planning and coordinating with more subjects' students' achievement. Thus, planning and coordinating had better relationship with different subject students' performance.

The correlation coefficient of wereda education administrators' perception of principal's performance and students academic performance ("C" grade and above of different subject) indicated weak relationship. There was a high relationship between principal administrative function of coordinating and students' academic performance ("C" grade and above in different subjects).

Thus, both of rating groups teachers' and wereda education administrators' perception of principal performance correlated with students' academic performance, which indicated better relationship between coordinating and students' academic performance. Therefore, principal's administrative function of coordinating had a better relationship with student's academic performance.

### 6.3. Recommendation

Developing smooth relationship between teaching learning process relies mainly on school administrative process. Positive relationship among students, teachers, and administrators characterize a healthy climate. Healthy schools have institutional integrity. Principal have a lot of to do with the climate in the school. The research evidence shows that the high performing schools demonstrate better student achievement . This shows the school climate that focus on student learning. Thus, the principal must provide a school climate that focus on factors, which relate to students' learning opportunity to improve student achievement. The school principal should provide favorable relationship among different parts in the school organization to enhance instructional goal. On the bases of the finding the following recommendation are forwarded.

1. As it was observed in the study, the principal's performance perceived by teachers and Wereda education experts correlated with students' achievement showed non in some case of non-significant relationship between principal administrative functions of operating and monitoring with student achievement, so that the principal should make assessment on these schools to bring to light the factors that hinder the relationship of administrative function of operating and monitoring to students achievement. In so doing they will be able to take remedial measure accordingly. The attempt should be done, by zonal and wereda education administrators to direct the principals' administrative function operating and monitoring to focus on the academic performance improvement
2. The relationship between school principal administrative function, as perceived by subject teachers and subjects achievement was not significant with some subjects' achievement. Therefore, the principal should give focus to enact a regulation and relationship to subject

department which clearly state the principal autonomy as well as the procedure and directives to carry out the job related to instructional performance.

3. The principal administrative function of coordinating and the whole administrative function have good relationship with students' achievement. Therefore, the wereda and zonal education administrators should encourage and motivate school principals to work strongly toward successful services.
4. Finally the researcher recommended a more detailed and comprehensive study in the same area so as to further strengthen the findings of this study, so long as this survey is not exhaustively explored.

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# **APPENDICES**

## APPENDIX A

### ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES FACULTY OF EDUCATION DEPARTMENT OF PSYCHOLOGY QUESTIONNAIRE

These questionnaires will be filled by teachers of secondary schools. The purpose is to collect information on principal administration practices in secondary schools in Western Shoa Zone. The information to be obtained will be used for academic purposes only. Your sincerity (honesty and frankness) has a great value as the success of this study entirely depends upon your responses.

Please read the instructions and each item carefully so as to provide your responses accurately. And please check that you have treated all the pages.

It is not required to write your name in any part of the questionnaire.

Thank you in advance for your time.

#### General information

1. Name of school \_\_\_\_\_
2. Name of administrative district \_\_\_\_\_

#### Part I

Instruction: please write the correct information on the given spaces.

#### Personal Data

1. sex a) Male \_\_\_ b) Female \_\_\_\_\_
2. Age \_\_\_\_\_
- 3 Level of education a) diploma in \_\_\_\_\_  
b) B.A /B.Sc degree major \_\_\_\_\_ minor \_\_\_\_\_  
c) M. A/M. sc major in \_\_\_\_\_
4. Years of experience in teaching \_\_\_\_\_

## Part II

Please read each item carefully and indicate to what extent your school principal practices the administrative activities in your school by making 'x' in the box against the choice (very low , low, medium, high , and very high) .

Note: the choices are arranged in ascending order ( increase from very low to very high)

No.	Administration activities	very low	low	medium	High	very High
1	Consults staff before making decisions .					
2	Seeks to understand a situation before passing judgment.					
3	Gives adequate information to the school community in advance .					
4	Plans the actual teaching learning process in advance .					
5	Designs school plan with the school committee and the staff .					
6	Prepares a schedule (master time table utilizing the cooperation and skills of the deputy principal ,unit coordinators and department heads.					
7	Follows regular procedures in meeting situations .					
8	Designs fund-raising activities for school development program .					
9	Participates the students in decision making that directly affect them such as, examination schedule, clubs participation .					
10	Designs the program of relationship with the community outside the school.					
11	Assigns the teaching staff with equitable (fair & just) load on the basis of qualification and experience.					
12	Assigns non-teaching duties to the staff as fairly as possible in interest & aptitude.					
13	Acquaints everyone in the school organization with his/her duties and responsibilities .					
14	Organizes and coordinates tasks of committees.					
15	Clarifies and instructs the staff on how to apply the policies procedures and rules that the education office sends to school level .					
16	Makes clear purpose and instructs the staff on how different duties should be performed .					
17	Ensures the proper allocation of students according to their grade levels and streams .					
18	Endeavors to develop and furnish the school library with relevant and contemporary books, articles and journals .					

No	Administration activities	very low	low	medium	high	very high
19	Encourages students to participate in co-curricular activities according to their interest and choice.					
20	Instructs and guides teachers to prepare lesson plans and provides counseling when needed.					
21	Facilitates the provision of counseling services to students.					
22	Leads the day-to-day regular activities of the school.					
23	Provides a continuous professional counseling in order to make teaching learning run effectively.					
24	Directs teachers in the preparation and utilization of instructional (teaching ) aids.					
25	Makes it possible for individual teachers, committees and sponsors so as to create a conducive atmosphere in the school .					
26	Instructs the department concerned that the school property and finance may be managed according to the directive .					
27	Is able to maintain adequate interpersonal relation with associates .					
28	Has an open door to discussion .					
29	His readiness to help teachers .					
30	Promotes and encourage all factors that generate good human relation and group effectiveness.					
31	Keeps personal feelings from interrupting and damaging personal relationships.					
32	Is effective in his relations with the community					
33	Seeks opinion of associates when necessary.					
34	Encourages teachers to conduct continuous assessments.					
35	Encourages initiative of teachers.					
36	Makes provision for school committee so that the school gets necessary support.					
37	Makes conference (meeting ) with teacher after classroom observation to avoid the discrepancies observed .					
38	Checks and ensures if the responsibilities he has delegated to some teachers have been exercised well or abused (misused) .					
39	Checks teachers' lesson plans.					
40	Controls the punctuality and regularity of the staff and students.					

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		very low	low	medium	high	very high
	Administration activities					
41	Evaluates the performance of the staff regularly .					
42	Monitors the administration of tests and examinations.					
43	Makes an assessment of the annual academic program with either the curriculum committee or the staff meeting .					
44	Keeps the necessary files and document in his office in an organized manner •					
45	Inspects the quality, completeness, correctness, etc, of the students' records (how they are kept and handled).					
46	Values good teaching style .					
47	Is prompt in response to teachers' requests•					
48	Gives credit, praise or recognition to those responsible for jobs well done•					
49	Takes fast disciplinary measures against the misbehavior of students to create conducive atmosphere in the school.					
50	Criticizes, reprimands or punishes teachers who fail to carryout their duties •					
51	Reports annual activities of the school to parents and the school community.					
52	Provides report and communication of whole activities of the school to the education office and school committee.					

# Result of Pilot Studies

## APPENDIX B

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis  
\*\*\*\*\*

RELIABILITY ANALYSIS - SCALE (ALPHA)

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	VAR00001	2.7500	1.0046	28.0
2.	VAR00002	2.9286	.8997	28.0
3.	VAR00003	2.9643	1.2013	28.0
4.	VAR00004	3.5000	.9623	28.0
5.	VAR00005	3.0357	1.0357	28.0
6.	VAR00006	3.4286	.8789	28.0
7.	VAR00007	3.3571	1.1930	28.0
8.	VAR00008	2.7857	1.1007	28.0
9.	VAR00009	2.7500	.9280	28.0
10.	VAR00010	2.5714	.8357	28.0
11.	VAR00011	2.8929	.9560	28.0
12.	VAR00012	2.9643	.8812	28.0
13.	VAR00013	3.0000	1.1863	28.0
14.	VAR00014	3.5357	.9222	28.0
15.	VAR00015	3.0357	.9616	28.0
16.	VAR00016	3.4643	.8381	28.0
17.	VAR00017	3.4286	1.1031	28.0
18.	VAR00018	2.7857	1.0666	28.0
19.	VAR00019	2.8214	.9449	28.0
20.	VAR00020	2.6071	.7373	28.0
21.	VAR00021	2.8929	.8317	28.0
22.	VAR00022	3.1429	1.0789	28.0
23.	VAR00023	2.8929	.8317	28.0
24.	VAR00024	3.0714	.9786	28.0
25.	VAR00025	3.1071	.9560	28.0
26.	VAR00026	2.7857	1.0313	28.0
27.	VAR00027	3.0357	.9993	28.0
28.	VAR00028	3.0714	1.0157	28.0
29.	VAR00029	3.2857	.9372	28.0
30.	VAR00030	2.9286	1.0862	28.0
31.	VAR00031	2.9286	1.1841	28.0
32.	VAR00032	3.0000	.9813	28.0
33.	VAR00033	3.1429	1.1127	28.0
34.	VAR00034	3.4286	.9201	28.0
35.	VAR00035	3.0714	1.0862	28.0
36.	VAR00036	3.1786	.8189	28.0
37.	VAR00037	2.7500	.8444	28.0
38.	VAR00038	3.2500	.7993	28.0
39.	VAR00039	3.8214	1.0560	28.0
40.	VAR00040	3.6429	1.1292	28.0
41.	VAR00041	3.0000	.9813	28.0
42.	VAR00042	3.3214	1.0203	28.0
43.	VAR00043	3.3571	.8262	28.0
44.	VAR00044	3.2857	1.0491	28.0
45.	VAR00045	3.0000	1.1547	28.0

46.	VAR00046	3.1786	.9833	28.0
47.	VAR00047	2.9286	1.1524	28.0
48.	VAR00048	2.8929	1.1333	28.
49.	VAR00049	3.1429	1.2387	28.0
50.	VAR00050	3.3929	1.0306	28.0
51.	VAR00051	2.6071	.9940	28.0
52.	VAR00052	3.0714	.8133	28.0

N of Cases = 28.0

Statistics for	Mean	Variance	Std Dev	N of
Scale	160.2143	666.1005	25.8089	Variables
				52

Item Means	Mean	Minimum	Maximum	Range	Max/Min
Variance	3.0810	2.5714	3.8214	1.2500	1.4861
.0758					

Item Variances	Mean	Minimum	Maximum	Range	Max/Min
Variance	1.0030	.5437	1.5344	.9907	2.8224
.0596					

Reliability Coefficients 52 items

Alpha = .9398                      Standardized item alpha = .9385

# APPENDIX-C

ርዕስ መምህሩ፡- ተጠሪነቱ ለወረዳው የትምህርት ጽ/ቤት ሆኖ የሚከተሉትን ተግባሮች የከናወናል።

- የወላጅ መምህርን ሀብረትንና የት/ቤቱ ማህበረሰብ ያሳተፈ ዓመታዊ የሥራ ዕቅድ ከማስፈጸም በጀት ጋር አዘጋጅቶ ለቀበሌው የትምህርትና ሥልጠና አመራር ቦርድና ለወረዳው ትምህርት ጽ/ቤት ያቀርባል፤ ሲጽድቅም ተግባራዊ ያደርጋል።
- ከትምህርት ቤቱ ዕቅድ በመነሳት እያንዳንዱ የትምህርት ክፍል / ዲፓርትመንት/ እና መምህር ዕቅድ እንዲያወጣ ያደርጋል፤ ዕቅዱ በአገር አቀፍ፣ በክልልና በወረዳ ደረጃ በታለሙት ግቦች ላይ መመስረቱን ያረጋግጣል።
- የመምህራንና ሠራተኞችን የሥራ ድርሻ ያሳውቃል፤ መምህራንና ሌሎች ባለሙያዎች የተሰጣቸውን ኃላፊነት በብቃት እንዲወጡ የሚያስችላቸውን ከአዳዲስ ክስተቶች፣ ግኝቶችና የማስተማር መማርና የመሥራት ዘዴዎች ጋር እንዲተዋወቁ ሞያቸውን ለማሻሻል የሚያግዙ በትምህርት ቤቶች ደረጃ አጫጭር ሥልጠናና የልምድ ልውውጥ ኘሮግራሞች ያዘጋጃል።
- የተማሪዎችን አዕምሮአዊ፣ አካላዊና ስሜታዊ ባህሪን የሚገነባ ለፈጠራና ለችግር ፈቅድነት፣ ለሥራ ወዳድነትና ለዲሲፕሊን አከባሪነት የሚያበቃ የመማር-ማስተማር ሂደትን ይፈጥራል።
- የትምህርት ቤቱን ልዩ ልዩ ኮሚቴዎችና ክፍሎች ማለትም የወላጅ መምህር ሀብረትን /ወመሀ/፣ የሥርዓተ ትምህርት ኮሚቴን፣ክበባትን፣ ወዘተ. ያደራጃል።
- የክፍል ኃላፊ መምህራንና አስፈላጊ ሆኖ ሲገኝ ዩኒት መምህራንን ይመድባል።
- የክፍል ውስጥ ትምህርትን ለማስፈጸም፣ የተለያዩ ፍላጎቶችና ተሰጥቶችን ለማዳበር፣ የመጠየቅና የመፍጠር፣ ራስን በራስ የመምራት ችሎታና ክህሎትን ለማስጨበጥ ተማሪዎች ትርፍ ጊዜያቸውን በቁምነገር ላይ ማዋል እንዲያስችሏቸው ልዩ ልዩ ተጓዳኝ ኘሮግራሞችና ክበቦች በስፋት እንዲደራጁ ያደርጋል።
- ተማሪዎች በክፍል ውስጥም ሆነ ከክፍል ውጭ ለሚያካሂዱት የትምህርት እንቅስቃሴ ውጤታማነት ከወላጅ - መምህር ሀብረት /ወመሀ/ ጋር በመሆን የተጓዳኝ ትምህርት ኘሮግራሞችን ያደራጃል።



## DECLARATION

This thesis is my original work and has not been presented for degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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