

**LEADERSHIP ROLES OF PRINCEPALS IN ENHANCING
STUDENTES'ACADEMIC ACHIVEMENT IN GOVERMEMENT
AND PRIVATE SECONDERY SCHOOL IN NIFAS SILK LAFTO SUBCITY
ADDIS ABABA**



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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATIES
DEPARTEMENT OF EDUCATIONAL LEADERSHIPAND
MANAGEMENT**

**JUNE 2017
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STUDIES

This is to certify that the thesis prepared by Eyerus G/medhin, in titled: Leadership role of principals in enhancing students' academic achievement in government and private secondary schools in Nifas silk lafto subcity and submitted in partial fulfillment of the requirement for the Degree of Master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee.

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List of Abbreviation and Acronyms

EDPM	Educational Planning and Management
GEQIP	General Educational Quality Improvement Program
HRD	Human Resource Development
MOE	Ministry of Education
OED	Oxford English Dictionary
UNESCO	United Nation of Education, Sciences and Cultural Organization

Abstract

The main purpose of this study was to explore the leadership roles of secondary school principals in Addis Ababa Nifas silk Lafto Sub city. To conduct this study, mixed methods research design study was employed, and both primary and secondary source of data were used so as to gather information. Mainly used data in collecting instruments were questionnaires, interviews and observations. The study was conducted in eight private and government secondary schools in Addis Ababa by simple random sampling. The subjects of the study were 10 school principals and 6 vice principals and 31 secondary school teachers' respondents. The data were analyzed by using simple percentage and frequency. The findings of the study generally revealed that principals both in government and private schools have fully practiced their leadership roles, though some of important roles of schools principals are not fully implemented by some individual school leaders due to some factors. Most of the data collected from the teachers showed that the majority of the school principals did play their roles. More over the findings revealed that the majority of the school principals have meet the standards put by MOE regarding their roles. However for some principals job duplication and other factors prevent them to meet the standards. It was recommended that the leadership roles of school principals' have tangible effect on students' academic achievement thus principals and vice principals need to be trained in school management and leadership, in order perfectly play their leadership roles.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education has been responsible for the uplifting of the human condition. Alade (2004) observed that the primary concern of education is the elevation of human conditions. In this thought, thorough education, people are able to develop their knowledge, skills, attitude, change behavior and be able survive in the society. In order to get quality education, high students' academic achievement and to identify possible problem areas, school administrators need to be well trained. The Ethiopian Education and training policy clearly stipulates that “educational management will be decentralizing to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training in the country.” To address this issue Ethiopian Ministry of Education has developed general Educational quality improvement program (GEQIP) that comprises six programs of which management and leadership program is among others. For instance the Ethiopian Ministry of Education stated that the quality of education depends on the presence of competent and committed school principals. In the same vein different researchers asserted that Principal's leadership role is critical to the effective structural leader include: determining objective, programme coordination, being didactic leader, organizing enrichment programs, undertaking evaluation and examinations, taking remedial steps, and creating conducive school climate. Similarly, Edmond, one of the father of the effective schools movement has stated “...In order for schools to be considered effective or academically successful, they are expected to have a successful administrative team (Edmonds, 1979), research by Franklin, also indicates the responsibility for developing instructional strategies to ensure the success of all children often rests on the shoulders of the building principal and his staff (Franklin, 1994). Research on school leadership and school management also is gaining momentum with the increasing awareness that – within the school environment – the head-teachers are the actors in charge of translating policies into everyday practice. In particular, The Conclusions of the Council on efficiency and equity in education and training (2006/C

298/03) recognize that “the quality of school leadership ... [is one of the] key factors in achieving high quality learning outcomes.”

Effective leadership is accepted by many as a central component in implementing and sustaining school improvement. Evidence from school improvement literature, starting with seminal studies in the United States (Brookover *et al.*, 1979; Edmonds, 1982) and the United Kingdom (Mortimore, 2000; Rutter *et al.*, 1979; Southworth, 1995), highlights that effective leaders exercise a direct or indirect but powerful influence on the school’s capacity to implement reforms and improve students’ levels of achievement. Bolman stresses the fact that participative leadership, mediated through teacher activity, contributed effectively to student outcomes (Bolam *et al.*, 1993). Louis refers to the same participative dimension, and he highlights how leaders of high achieving schools “worked effectively to stimulate professional discussion and to create the networks of conversation that tied faculty together around common issues of instruction and teaching” (Louis *et al.*, 1996: 194). The issue of networking ability is raised by Leitner (1994), who points out that head-teachers in high achieving schools engage more in behavior associated with cultural linkage than head-teachers in other schools. In Leitner’s study, student achievement appears to be influenced by environmental and organizational characteristics. Although it is teacher performance that directly affects student performance, quality of leadership matters in determining the motivation of teachers and the quality of their teaching (Evans, 1999; Sergiovanni, 2001; Cheng, 2002). Indeed, a number of researchers points to the role of “transformational leadership” and to the head-teacher capacity to build a “shared vision”. Involving the teachers in a process of “shaping” their schools will cause them to be more motivated and to teach differently; thus, this process will make a difference to the learning and motivation of students (Elmore, Peterson and McCarthy, 1996). Leithwood and Jantzi (1999) suggest that “transformational leadership” has strong direct effects on school conditions, which in turn have strong direct effects on classroom conditions. Wiley (2001) supports this claim and suggests that transformational leadership is mostly effective within a strong professional community. Moreover, the more distributed the leadership is throughout the school community, in particular to teachers, the better the performance of that school in terms of student outcomes (Silins & Mulford, 2002). The existence of distributed leadership is

especially crucial in case of shocks that can leave the school without its leader. To this respect, McMahon indicates that head-teachers' departure could be followed by an unstable period of leadership detrimental to teacher cohesion and student results (McMahon, 2001). These indications suggest that school leadership is a complex phenomenon; it influences student learning (mostly) by means of intermediate variables. Such broad conceptualization, however, entails major challenges when trying to draw substantial conclusions on the role of school leadership on student achievement. Indeed, Hallinger & Heck (1996, 1998) point out that the effects of leadership on student achievement are indirect if not difficult to measure because, despite the traditional rhetoric concerning head-teacher effects, the actual results of empirical studies in the U.S. and U.K. are not altogether consistent in size or direction. Hence, "Even as a group the studies do not resolve the most important and practical issues entailed in understanding the principal's role in contributing to school effectiveness. These concern the means by which principals achieve an impact on school outcomes as well as the interplay with contextual forces that influence the exercise of school leadership" (Hallinger and Heck, 1998:186). Research done on school improvement revealed that the most effective principals have a clear vision of how the school could serve its students; had aligned resources and priority with the vision; and could engage other key players, within and outside the school, in achieving the goal embedded in the vision. According to the standards which are listed by the Ministry of Education, the major roles of the school principal is providing professional leadership and management for a school. And also establishing a culture that promotes excellence, equality and high expectation of all pupils are among many standards which are expected roles to be practiced by the school principal. However, research on the leadership role of school principal in enhancing students' academic achievement has not yet been clearly addressed. And many researchers and policy makers believe that a central component of school quality is teacher quality. Indeed, many, educators and researchers have debated over which variables influence student's achievement. A growing body of evidence suggests that schools can make a great difference in terms of student's achievement, and a substantial portion of that difference attributable to teachers. As (Chetty, Friedman, and Rockoff, 2011) developed literature on the importance of teacher quality on students

achievement it shown quality of teacher can have long term effects on students' achievement. Despite the extensive literature on teacher quality, relatively little attention has been paid by deferent scholars and researchers to the importance role of school principals in the production of student achievement. As the main administrator in a school, the principal is responsible, among many other things, for maintaining and improving teacher's quality, monitoring and enforcing students' conduct, and ensuring whether the curricula activates are properly implemented. Therefore, it is important to examine roles of school principals' to find out whether it also is a central component of school quality and students' academic achievement. Therefore, the purpose of this study is to gain an understanding of the leadership role and responsibilities of high school principals and their level of involvement and impact on student's academic achievement. In this paper the researcher would like to investigate the role of principals in the academic achievement of students. The study will help those principals who did not take leadership or educational trainings, to be aware of the importance of having the required skills of leadership in order to achieve effectiveness both for the school and the students'. To study this data were collected both from primary and secondary resources.

1.2 Statement of the Problem

As many literatures' concepts are being carried out the school principals have both direct /indirect effect on student's academic achievement. However the responsibility undertaken by the leadership of such an institution is of paramount importance in enabling to successfully realize the goal aimed at. In other terms the failure or the success of any schools or students depends mainly on its leadership. Lack of professional skills of school principals in any school is one of the greatest problems for poor quality of education and low student academic achievement. To achieve the goal of education in general and the goal of a school in particular, school leaders need to be well trained to effectively run the teaching and learning process and to be effective leader as a whole. The issue of quality of education specifically is the main concern of the Ethiopian government. Thus as a government different measures have been taken in terms of quality. According to ministry of education(MOE,2010), the efforts made to strengthen professional skills of school principals and the school improvement process which has

been in place is part of the endeavor to looking for the solutions of education quality problems. And also one of the challenges of Ethiopian Education sector that need to be addressed in the plan of ESDP IV(2010/2011-2014/2015) is an improvement in students' academic achievement through a consistent focus on enhancement of the teaching and learning process and the transformation of the schooling to a motivational and child friendly learning environment. In order to address this challenge school principals are expected to work on implementing the curriculum, developing the staff, coordinating and working with the community toward school improvement and creating conducive teaching and learning environment. Among the many tasks that principals perform; little tasks or roles are practiced. From this evidence it is clearly understood that principal leadership roles on all over students achievement is not given the attention it deserves. As noted above the main focus of this study is to assess the relationship between leadership roles of school principal to the variance of private and government high schools at Lafto sub city of students achievement. Accordingly, this research will therefore attempt to address the following basic research questions:

1. How are school principals assigned to school leadership positions?
2. What are the roles of the school principals and how do they comply with the standards put in a place by MOE?
3. How teachers view school's principal leadership?
4. To what extent are teachers involved in school leadership?
5. What are the factors that affect student academic achievement?
6. What are the effects of principals' roles on student's academic achievement?

1.3 Objectives of the Study

1.3.1 General objectives

The major objective of the study is to investigate the of leadership role of school principals on students achievement in Nefassilk Lafto Sub city in both private and government high schools.

1.3.2 Specific objectives

1. To examine the relationship between principals leadership roles and students' academic performance.
2. To identify the major challenges encountered school principals to practice leadership roles.
3. To assess school principals and teachers perception about leadership roles.

1.4. Significances of the study

There have been many researches and studies conducted to examine the Leadership roles of principals on students' academic achievement. However, there has been in consistent outcome. The result and finding from this research would contribute to enrich the existing literature on leadership effectiveness and open ways for further research.

Furthermore this research would enhance information on Leadership effectiveness, and how the leadership roles of the school principal have great contribution on student's academic achievement. It would also help Nefassilk Lafto Sub city both private and government high schools to evaluate how their principals are effective and how they play the specific roles in terms of students' academic achievement.

1.5 Delimitation of the Study

In Addis Ababa city administration there are ten sub cities, 116 woredas and more than 1598 private and government schools. However, this research is included Nifas Silk Lafto sub city which has 13 woredas and out of this 13 woredas the researcher was focused only on 4 woredas. The study delimited on only eight private and five government secondary schools. The study also, conceptually delimited to assess the leadership roles of high school principals and students' academic achievement.

1.6 Organization of the Study

The research thesis is organized in to five chapters. The first chapter has provided general background of the study, statements of the problem justification for doing this research, objective of the research, delimitations, operational definition of terms and research questions. The second chapter presents literatures in which relevant theories and

concepts. It explains the concept of leadership, Model of educational leadership, leadership effectiveness, principals in educational leadership, school leadership development in Ethiopia, school leadership effectiveness e.tc. The third chapter will discuss research methodology and chapter four will deal about data interpretation analysis and presentation. The last chapter will present summary, conclusion and recommendation of the study. Reference and appendixes will also be part of the paper.

CHAPTER TWO

REVIEW OF RELATED LECTRATURE

The purpose of this chapter is to review relevant literature related to the study of leadership roles of principal in enhancing students' academic achievement. The study includes the following points- overview of concept on leadership, schools principals in Educational leadership and factor affecting students' academic achievement.

2.1 Overview of Concept on Leadership

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

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

Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard,

1984). Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu, 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

As Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. But Kotterin, Glover & Law (2000) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees 'institutionalizing a leadership-centered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's (as cited in Glover & Law, 2000) identified that a 'range of talents' is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with clarity.

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

effects of transformational and transactional leadership (Antonakis, Avolio & Sivasubramaniam, cited in Tigistu 2012).

2.1.1 Educational Leadership Models

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

2.1.2 Managerial Leadership

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

2.1.3 Transformational Leadership

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal

commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., cited in Bus. 2007). Leithwood also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello, cited in Bush, 2007).

2.1.4 Participative Leadership

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

2.1.5 Transactional Leadership

According to Miller and Miller's (cited in Bush, 2007) definition transactional leadership refers to: An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement.

The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller's definition imply, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders (p. 398).

Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common denominator.

Leadership, according to Yukl (2002), is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and facilitating individual and collective efforts to accomplish shared objectives. From this definition of leadership, it follows that there must one person who wields the power and ability to influence others, and in this case it is the principal. Egwuonwu (2000) sees leadership as the "moral and intellectual ability to visualize and work for what is better for the company and its employees."

Ade (2003), on the other hand, defines leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organizational objectives. The word voluntary in Ade's (2003) definition is the operational word which indicates that effective leadership does not connote the use of absolute power or authority alone. Successful leaders need to back up any authority and power vested in them with personal attributes and social skills (Asonibare, 1996).

Fapojuwu (2002) sees leadership as the ability to guide, conduct, direct or influence one's followers for the purpose of achieving common goals or tasks. This implies that the leader possesses the ability to influence others to achieve results. The definitions of instructional leadership provided below should suffice to merge the meanings of instruction and leadership. Yukl (2002, pp.4-5) adds that "the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no 'correct' definition." Cuban (1988, p.190) says that "there are more than 350

definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders”. However, given the widely accepted significance of leadership for school effectiveness (Daresh 1998, NCSL 2001a, Sammons et al 1995, Sheppard 1996) and for school improvement (Stoll and Fink 1996, Hallinger and Heck 1999), it is important to establish at least a working definition of this complex concept.

As Beare, Caldwell and Millikan (1989) emphasis: Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority (Beare, Caldwell and Millikan 1989, p.99) Leadership as influence.

A central element in many definitions of leadership is that there is a process of influence. Leithwood et al (1999, p.6) say that “influence... seems to be a necessary part of most conceptions of leadership”.

Yukl (2002, p.3) explains this influence process: Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization. Yukl’s use of ‘person’ or ‘group’ serves to emphasis that leadership may be exercised by teams as well as individuals. This view is reinforced by Harris (2002) and Leithwood (2001) who both advocate distributed leadership as an alternative to traditional top-down leadership models.

Ogawa and Bossert (1995, pp.225–26) also state that leadership involves influence and agree that it may be exercised by anyone in an organization. “It is something that flows throughout an organization, spanning levels and flowing both up and down hierarchies.”

Cuban (1988, p.193) also refers to leadership as an influence process. “Leadership then refers to people who bend the motivations and actions of others to achieving certain goals; it implies taking initiatives and risks”. This definition shows that the process of influence is purposeful in that it is intended to lead to specific outcomes. Fidler (1997, p.25) reinforces this notion by claiming that “followers are influenced towards goal achievement”.

Stoll and Fink (1996) use the similar concept of ‘invitational’ leadership to explain how leaders operate in schools. “Leadership is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils” (p.109).

2.2 Leadership Effectiveness

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

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

2.2.1 The Concept of Effectiveness

Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching

and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Leithwood, et al., Silins, Mulford, & Zarins, cited in Hammond et al., 2010).

2.2.2 Elements of Effective Leadership

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

2.2.3 Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create a conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

2.3 Schools Leaders/Principals in Educational Leadership

2.3.1 School Administrators and Their Effectiveness

school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community and who promotes the

success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. A school administrator or principal is also an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Moreover is a leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. And always promotes the success of all students by acting with integrity, fairness, and in an ethical manner and as an educational leader always tries to upgrade the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The evidence about successful principals explores practices, behaviors and competencies associated with positive indicators of quality and improvement in teaching and learning. Generally, there is convergence in a set of key leadership practices associated with principal effectiveness when enacted in a coherent goal focused way (Louis et al, 2010 Robinson et al 2009; Day & Sammons 2013): e.g., developing consensus on school goals focused on student learning; developing teacher knowledge and skills to effectively teach; creating workplace conditions and relationships that support teaching and learning (e.g., time for teachers to plan and learn together, parent/community involvement); and managing the instructional program to support pursuit of school goals (e.g., resourcing, staffing, monitoring and use of assessment data for decisions about improvement in teaching and learning, and ensuring an orderly climate conducive for learning). While there are ongoing debates about the relative effectiveness of alternative models of school leadership (e.g. transformational versus instructional/pedagogical), critical literature on this topic supports the greater impact of instructional leadership on students' outcomes (Robinson et al, 2009; Day & Sammons, 2013).

Leadership scholars caution, however, that leadership styles are not mutually exclusive, and are generally inclined to promote a combination of approaches to ensure school success. Leadership research emphasizes that leadership effects operate indirectly to promote student outcomes by supporting and enhancing conditions for teaching and

learning through direct impacts on teachers and their work (Day & Sammons, 2013; Robinson et al., 2009). Leadership in this sense is considered a driver of change and a catalytic agent for improvement (Bryk et al., 2010) in student learning not a direct causal influence. The literature on school leadership and quality in developing countries also focuses on the role of principals, addressing their role in managing schools with basic resources challenges (e.g. quality of school facilities, teaching and learning materials, funding) and in the enactment of basic management tasks (budgeting, planning, resource management), as well as the perceived need for instructional leadership in the context of external reform initiatives promoted by governments and donor agencies. Overall, there is less research evidence available on the characteristics and practices of effective school leaders in developing countries, particularly on how principals are enacting instructional leadership and school improvement (Oduro et al, 2007).

2.3.2 School Principals as Change Agent

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

2.3.3 Creating an Orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (cited in Tigistu, 2012) made remarks that the leader of

the school has a particular responsibility to lead the staff in developing school policies to control student behavior. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement plan, therefore, need to sense themselves that they are working on a condition of relatively stable job environment. Ubben and Hughes (1997) enumerate about two of the most vital premises: i) learning occurs best in an orderly environment and ii) the environment enhanced when the staff behaves in an orderly and internally controlled way. Cooperativeness among every school community, proper student behavior control system and encouragement of leadership for high achievements of teachers and students are indicators among others conducive environments of schools.

Dempster and Logan's (1998) study of 12 Australian schools shows that almost all parents (97%) and teachers (99%) expect the principal to express his or her vision clearly while 98% of both groups expect the leader to plan strategically to achieve the vision. These projects show the high level of support for the notion of visionary leadership but Foreman's (1998) review shows that, in practice, it remains highly problematic. "Inspiring a shared vision is the leadership practice with which [heads] felt most uncomfortable" (Kouzes and Posner 1996, p.24) while Fullan (1992a, p.83) adds that "vision building is a highly sophisticated dynamic process which few organizations can sustain". Elsewhere, Fullan (1992b) is even more critical, suggesting that visionary leaders may damage rather than improve their schools: The current emphasis on vision in leadership can be misleading. Vision can blind leaders in a number of ways... The high-powered, charismatic principal who "radically transforms the school" in four or five years can... be blinding and misleading as a role model... my hypothesis would be that most such schools decline after the leader leaves... Principals are blinded by their own vision when they feel they must manipulate the teachers and the school culture to conform to it.

In most of the schools comparatively few teachers were able to speak with any confidence about the elements of the vision. This would suggest that... the head teachers

of these schools had not consciously and deliberately set out to communicate their vision to colleagues and to ensure that its influence permeated every aspect of organizational life. (Bolam et al 1993, p.36) There is contrasting evidence from the research by Greenfield, Licata and Johnson (1992) in the United States. Using a large sample of 1,769 teachers from 62 schools in rural and small communities, they demonstrate strong support for the notion that there was a clear vision for the school and that it was articulated well: Teachers in this sample seemed to agree that their principals had a vision of what the school ought to be and that it was in the best interest of their students. Moreover, they viewed their principals as relatively effective in advancing this vision.

2.3.4 Human Resource Development

Human resource development is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads. School leaders are personnel's in charge of supporting teachers in their profession. Supporting this idea, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community. Moreover, the HRD program must be a continuous process and should not be an overnight task.

2.4 School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced

into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals.

In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930s and 1940s. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

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

2.4.1 School Leadership Effectiveness

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

Moreover, effective school is a school in which pupil's progress is further than might be expected from a consideration of its intake. In another way, Hopkins and Hargreaves (1994) explained the differences between school effectiveness and school improvement. According to Hopkins and Hargreaves, school effectiveness encompasses: a focus on outcomes, an emphasis on equity, the use of data for decision-making, knowledge of what is effective elsewhere, an understanding that the school is the focus of change. They also, explained school improvement as it embodies: a focus on the process, an orientation towards action and on-going development, an emphasis on school-selected priorities for development, an understanding of the importance of school culture, the importance of a focus on teaching and learning, a view of the school as the center of change.

Mortimore et.al, (cited in Welton, & Blankford, 2005), conducted a four-year research project on the academic and social progress of 2,000 primary children in fifty randomly selected London schools. Those schools which were effective in both spheres led the researchers to define the following characteristics of an effective school and these are: the purposeful leadership of the staff of the head teacher; the involvement of the deputy in policy decision making and of the teaching staff in curriculum planning and certain areas of decision making; Staff consistency in the approach to teaching, intellectually

challenging teaching; structured sessions that nevertheless allowed students some freedom within the structure and a limited focus within sessions; a work-centered environment, where there was the maximum communication between teachers and students; sound record keeping procedures, effective monitoring of progress; parental involvement in schools which encouraged an open door policy; a positive climate. Edmond (as cited in Tigistu, 2012) also identified five factors which contribute to school effectiveness. These are: strong leadership of the principal, emphasis on mastery of the basic skills, a clean, orderly and secured school environment, and high teacher's expectation of pupil performance and frequent monitoring of students to assess their progress.

2.4.2 Characteristics of Effective School Leadership

The above controversies in the concept and theories of leadership also rise in effectiveness. This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundrette, et al, 2003). However; from whom are the goals themselves effective? Are all goals equally morally acceptable? For example, in Germany, (in the period of Hittler) an effective school leader is one who helps to produce the young for fascist. In Presbyterian church schools, the head's leadership style consist of doctrine base to cutout the immoral action proven as wrong in the Bible, rejecting sex education of any kind and using corporal punishment to restrict the innate sinful tendencies of children (Ghoury cited in Brundrette, et al, 2003).

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

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

Therefore, effectiveness is context based because it depends on the situation in which it is used and the leader acts.

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

Zenebe (as cited in Yenenew, 2012) observe that effectiveness is an expression of a given quality of achievement. Effectiveness refers to a level of achievement that result in high employer moral and attainment of organizational goals. In educational institution, particularly in secondary school leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied in consistent with a cultural and interpretive view of organization. Schermerhorn et al. (2000) contends that, a leader who is able to command support consistent has met the need of multiple and conflicting stake holders and has a claim to be considered a good leader and thus effective. Though the leader cannot be effective without the support of his or her superiors and subordinates, it's in his or her own hand that other can be made to contribute likewise. Drucker (cited in Heresy, et al. 2001) observes that successful mangers must achieve the results valued by people who have at state in their organization accomplishment. Thus an effective leader commands the support of his or her superiors and subordinates for boosting employee morale and successful attainment of organization goals.

2.4.3 The Role of School Leaders

2.4.3.1 Assisting Student Learning

Successful school leadership makes important contributions to the improvement of student learning (Leithwood and Riehl, 2003). There are a multitude of factors that affect student learning, but only a small percentage of the variation in student learning can be accounted for by school level factors (Coleman et al., 1966). Of the identified school-level factors, quality curriculum and instruction seem to account for the greatest impact

on student learning, but school leaders also have a significant impact on how students learn. While many positive effects on student learning can be directly attributed to quality curriculum and instruction, leadership effects on student achievement are of a more indirect nature (Hallinger and Heck, 1999).

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

Hallinger and Heck also found in their analysis that the largest mediating variable with respect to student achievement to be in the area of well-defined goals or vision for the school. However, they note that a clear definition or construct for school vision is not present across the research base (Hallinger and Heck, 1999). In addition to Hallinger and Heck's, other researchers have come to similar conclusions regarding the influence of leadership on student achievement. Scheerens and Bosker reported similar findings and included educational leadership as one of "effectiveness enhancing factors" for schools (1997). In their analysis, Scheerens and Bosker stated that leadership characteristics were more clearly developed as positive factors in schools where strong contextual evidence was also taken into account. From the evidence presented above, it is clear that there is definitely certain evidence as school leadership has significance influence on students' achievement. The size of leadership effect on achievements of student varies depending on the dedication of leaders to assist student. It is clear that, based on this a measurable relationship exist between leadership and student achievement. In fact, leadership is one of the largest contributors to student achievement out of all the identified school related factors that have any influence on student achievement what so ever.

2.4.3.2 Providing Instructional and Managerial Leadership

In his work on transformational leadership practices, Bass claimed that there were some leadership practices that would prove to be useful in almost any situation (1998). These practices should be considered to be a minimum requirement intended to be the only tools

that a principal has in his or her toolbox for providing instructional and managerial leadership to any educational organization.

Defining a core set of basic leadership practices is a large undertaking. Three separate analyses of contemporary leadership in educational administration have led scholars to three very similar categorizations of mandatory leadership practices for principals. In 1999, Hallinger and Heck labeled the essential leadership categories as purposes, people, and structures and social systems. Another pair of scholars came up with the category labels of visioning strategies, efficacy-building strategies, and context changing strategies (Conger and Kanungo, 1998). Ken Leithwood's work in the same area preceded that of Hallinger and Heck as well as that of Conger and Kanungo by several years, and they described the core leadership categories as setting directions, redesigning the organization, and developing people (1999).

Research identifies three major leadership practices associated with the core leadership function of setting directions: identifying and articulating a vision, fostering the acceptance of group goals, and creating high achievement expectations for the organization (Leithwood and Riehl, 2003). The inspiration of others through a clearly identified vision is an important function of any school leader. It is also necessary that this articulated vision be intertwined with organizational values in order to foster a deep sense of commitment on the part of employees (Hallinger and Heck, 1999). Another important leadership practice associated with setting directions is the fostering of acceptance for group goals. Principals are given the job of bringing the entire group together toward a common goal. This direction, when it is shared by each member of the organization, helps to give the group a sense of collective identity (Leithwood and Riehl, 2003). The notion of common commitment toward organizational goals does fly in the face of traditional teaching practice norms that are based on individuality, but it is consistent with more contemporary models of schools as collegial learning communities. Creating high achievement expectations is the leadership practice identified by research as an essential piece of the direction setting process. An important function of the principal is to model a commitment to excellence, quality, and high achievement to the

staff. This activity allows employees to be constantly reminded of the overall goals of the organization (Leithwood and Riehl, 2003).

A wonderful byproduct of effective expectations for high achievement is that, not only do staff members understand the goals and aspirations of the organization, but they take to heart a sincere belief that they can be accomplished as well. Additional leadership practices that can prove to be useful toward that end are monitoring organizational and student achievement, using effective communication processes, and working effectively with representatives of the school organization's environment (Leithwood and Riehl, 2003).

The other basic core leadership practices that is claimed to contribute to student achievement is developing people. Setting directions for the entire organization is an important leadership practice for any leader, but it is not the only thing that positively motivates employees and the manner in which they perform their jobs. These two things (motivation and capacity for job achievement) are two critical employee components for organizational success. Motivation and capacity are strongly impacted by direct experiences with those occupying formal leadership roles in the organization and organizational conditions in which they find themselves working (Lord and Mayer, 1993). Research bears out three leadership practices affecting the development of people in the organization by their leaders: offering intellectual stimulation, providing individualized support, and providing an appropriate model (Leithwood and Reihl, 2003).

A final leadership practice for the basic tool of developing people is to provide an appropriate model to be observed by the people they supervise. When a principal personally embodies the organizational values that he or she is trying to keep the entire organization focused on, the staff has an example and will begin to believe in their own abilities for achieving the high expectations set forth by their leader (Evans, 2000). This example on the part of the principal also creates a connection between the worker and the vision of what "walking the walk" actually looks like (Evans, 2000).

2.4.3.3 Working to Change School Structure

Over the course of the last decade, schools that have made a conscious commitment to being flexible and adapting to the needs of their students, parents, and staff have proven

to be successful. These “learning organizations” or “professional learning communities” make open commitments to designing and redesigning their organizational structure to meet the needs of those who come into contact with it on a daily basis (Leithwood and Duke, 1999). The core leadership task of redesigning the organization has three basic practices that can accomplish this goal: strengthening school structures, modifying organizational structures, and building collaborative processes (Leithwood and Riehl, 2003).

The principal affects the school structure by shaping the things which the organization views as being important. These shared norms, values, and beliefs become common language between staff members and help to create an environment of caring relationships based on integrity and trust. Knowing that the values and beliefs that they as individuals hold are shared by everyone throughout the organization, staff members have deeper commitment to attaining the goals that the organization has set forth (Leithwood and Jantzi, 1990).

Making sure that the organization is designed in a way that insures student success is an important leadership function of the principal. Components of these functions are different areas of daily school operation including teacher assignments, budget design, facility usage, curriculum development, and resource allocation. Organizational structures in need of change may be things such as the physical conditions associated with instructional delivery (Louis and Kruse, 1995).

The construction of a collaborative structure is the last leadership practice associated with redesigning the organization. The best way to do this is by engaging staff members in the decision making process in areas where they have demonstrated expertise. Tapping the expert knowledge of teachers or other staff members increases the degree of connectedness to the organization that is felt by the employee and helps to shape the organization in a manner that is predicated on working together to achieve the goals of the organization (Halinger and Heck, 1999).

2.4.3.4 Committing to Handle School Diversity

Leithwood and Riehl analyze that, many successful leaders in schools serving highly diverse student populations enact practices to promote school quality, equity, and social

justice (Leithwood and Riehl, 2003). This analysis sheds light on the notion that not every school environment is populated with students who have always been successful in school due to student's factor. Diverse student populations call for and respond more positively to diverse leadership skills (Hallinger and Heck, 1999). These skills tend to connect with students in ways that allow them to take ownership of their own educational processes.

Principals working in schools serving diverse populations would do well to employ many of the leadership practices. Additionally, there are more practices for leaders to employ that have been shown to positively influence student achievement in diverse situations. These leadership practices are the promotion of powerful forms of teaching and learning, the creation of strong communities within schools, the nurturing of family educational cultures, and the expansion of the social capital of students (Leithwood and Riehl, 2003). Successful leaders in diverse educational settings place an extremely high value on the school's commitment to teaching and learning when making decisions on classroom level issues (Leithwood and Riehl, 2003). These classroom level issues are important for student achievement at any level and that success begins with the principal embodying the pursuit of organizational goals by modeling these leadership practices with teachers and students. Scheerens and Bosker concluded that the teacher's expectation for how a student will perform has proven to be the most important factor in predicting student success (1997). It stands to reason that creating expectations for success on the part of the teacher would be even more critical when dealing with students who are from diverse educational and family backgrounds.

Another area of focus for leaders of schools serving diverse populations is the development of strong communities within the school. There are two important communities within the school: the community between adults and students and the professional community of teachers, administrators and other professional staff. Creating strong bonds between students and the adults they encounter at school on a daily basis is critical to student motivation (Lee, Bryk, and Smith, 1993). Evidence also exists to show that student achievement is positively influenced when there is a strong bond between members of the professional community on a campus (Lee, Bryk, and Smith, 1993). Component of this leadership area of developing communities within schools has to do

with the actual size of the school. There is a considerable amount of research showing that smaller schools have more closely united, additional, and organize faculties. When this is the case, organizations are better suited to meet the needs of students from diverse backgrounds (Lee, Bryk, and Smith, 1993).

2.5 Factor affecting students' academic achievement

As different academic journals and researches show, anything that affects the development of children will possibly affect their education or disposition to education. Student academic achievement has received considerable attention in previous researches. Previously, most studies of students' academic performance and achievement had been conducted on such issues like gender differences, teachers' education and class schedules, class size, environment of the class, technology used in the class and exams systems, extracurricular activities, family and work activities, financial, teaching styles, socio-economic factors and family education background e.t.c. frequently emerge as the most important source which can create variation in students' academic achievement. The school personnel or principals, supports from members of the families and communities help determine the quality of academic performance and achievement. Also, this social assistance has a crucial role for the accomplishment of performance goals of students at school. Besides the social structure, parents' involvement in their children's education, regularity of teachers, interest created by the teachers in the subject and interest of the students in the co-curricular activities were found to play a major role in determining academic attainment of students. moreover, stressed the importance of students' interest, study habits, students' perceptions of course, peer influence increases the rate of academic success of the students . As mentioned above, principals affect student achievement mainly through schools, classrooms, and teachers. There is also ample Western literature concerning those factors that influence the effective learning and high performance of students. Some scholars (Corcoran &Wilson, 1989; Levine & Lezotte, 1990; Lezotte & McKee, 2006; Lezotte & Pepperl,2002; Reeves, 2004, 2009) have described extensively specific characteristics that distinguish effective schools and sustain successful teaching and learning, and enhance students' achievement. Others highlight internal school improvement processes or mechanisms of evaluation that help

promote effective learning and high achievement of students (Bollen, 1996; Harris et al., 2002; Hopkins, 1994, 2000). Some scholars also emphasize the family background of students as an important factor that explains students' achievement (Coleman et al., 1979; Shimada, 2010). Other intellectuals discussed aspects of school leadership skills and methods that enhance the quality of schooling and higher academic performance of students (Duke, Tucker, Salmonowicz, & Levy, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004). All of these are significant for a better understanding of the varied factors that positively or negatively impact on students and their school achievement. Leithwood et al. (2004) also adds- note that principals mainly affect school "conditions," through such principals' leadership roles like - developing a governance structure, creating a school culture (for example, one that is inclusive), and developing school-wide policies about retention, adherence to the curriculum, and working conditions for teachers. Such changes in school conditions developed at the behest of the principal may lead to variations in student achievement. Principals may also separately affect classrooms within schools, by manipulating such variables as class size, efficient allocations of teachers to students, student ability grouping, and by monitoring the content and nature of instruction and student assessments. Policies with respect to these classroom conditions will also influence student achievement. Changes to both school and classroom conditions will affect the way in which teachers interact with students, which in turn will have its own effect on achievement. For example, a teacher assigned to a small class by the principal may be able to provide more individualized instruction to students compared to another teacher assigned to a large class. The takeaway is that policies set by the principal at the school and classroom levels, and how teachers interact with those policies, will combine to exert an influence over student achievement. Principals may continue to have an effect on current student performance and achievement by playing constructive principal leadership role and More specifically, this study aims to identify and analyze leadership roles of school principal's that enhance students' academic achievement. The main objectives of this research are to find out the leadership role of principals on students' academic achievement and determine the relationship between leadership roles of principal's and students' academic achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methods focusing on sources of data, population and samples, data collection instruments, procedures of data collection and method of data analysis.

3.1 Research Design

Research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. According to Polit (2001:167) a research design is the overall plan of the researcher that helps to answer the research questions or testing the research hypothesis. On his part, Parahoo (1997:142) define a research design as a plan that describe how, when and where data are to be collected and analyzed’.

Therefore, in undertaking this study, both qualitative and quantitative research approaches were used. To assess the views of teachers the way how school principals are assigned to the position, principal’s contribution on students’ academic achievement and teachers’ involvement in school leadership quantitative research approach is employed. On the other hand, qualitative research approach is used to collect data that cannot be obtained numerically. As a result this research employed both quantitative and qualitative approaches to collect the data that was expected to be obtained. Based on the possible reasons given above mixed methods research design was needed in order to be able to asses leadership roles of principals in enhancing students’ academic achievements of Lafto sub city woreda secondary schools in Addis Ababa.

A mixed research design is a procedure for collecting, analyzing, and mixing both qualitative and quantitative methods in a single study or a series of studies to understand a research problem (Creswell, 2012:535).It is appropriate to collect data simultaneously

and sequentially on situations that existed, opinions that are prevailed, trends that are developed and preferences that are sought (Best and James, 2005).

According to Creswell, mixed research design is classified in to six different designs, namely, the convergent parallel design, the explanatory sequential design, the embedded design, the transformative design and the multiphase design. From these six designs embedded design was applied in this particular study because embedded design is used on studies that involve quantitative and qualitative data collected simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data (Creswell, 2012:540) .Accordingly, this research strives to find some facts regarding leadership role of principals in enhancing students' academic achievement.

3.2 sampling and sampling techniques

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012:142).out of 13 woredas 4 woredas for both private and government high schools or eight schools are selected using simple random sampling techniques. In these woredas there are a total of 20 high schools .The study focuses only on for woredas which are found at lafto sub city in Addis Ababa for reasons of proximity.

The researcher strategically selects samples that best serve the research purpose. The population of the study was administrators/principals, vice principals and high school teachers from lafto sub- city. In this sub city there are 13 woredas and 128 sub woredas. Since taking samples is very important, for these study four woredas for both private and government high schools were used using random sampling techniques.

This study employed simple random sampling to select 31 respondents from teachers representing variations in gender, levels of education, age composition and years of experience. And 10 school principals and 6 Vic principals were taken from each school. To get accurate answer and to be free from the doubt of facing problems like students lack of conscientious responses, skipped questions and dishonesty the researcher didn't select students as a respondent.

3.3 Data gathering tool

Data Collection Methods and Procedures as O.,Leary (2004:227) suggested identifying data location and accessibility is crucial in any research process. As mentioned above 31 teachers and 10 principals and 6 Vic principals were picked based on the above-mentioned sampling procedures. Interview method, specifically open indeed question was employed for interview .The researcher preferred to use one to one based interview. All interviews were conducted in the principals' office. In one day a maximum of 2 respondents were interviewed. It was conducted once with each respondent, over an average of 1.30 hours. The informal conversation the researcher had with the principal's and observations of natural settings and action of the people around were vital in making notes about the research questions. To cover larger data source questionnaires are employed for teachers.

3.3.1 The Questionnaires

The need for questioner was arisen from the fact that it provides descriptive information about the views and attitudes of respondents. Questioner could also be used to reach large number of respondents in short period of time than other data gathering instruments (Wellington, 1996) .

The questionnaires are done by reviewing the literature on concepts of students' academic achievement and leadership roles of school principals and basically developed using the basic questions. Each question under each section refers the basic questions. All Items of questions were constructed in English language for both administrators/principals or vice principals and teachers.

In order to asses leadership roles of school principals on students' academic achievement, each question item in the questionnaire contains five (5) alternatives which are labeled as '5', '4', '3', '2' and '1' in five points of Likert's scale.

3.3.2 Interview

Interviews were prepared to gather data from school principals and vice principals. One of the good reason to include interview in this study is to bring to the surface subjective opinion, value, beliefs and assumptions which are not possible with close indeed

questionnaires self -developed (Schein, 1992).the interview carried out also provides simple information, which assures the compatibility of data (Kumar, 1999) and deepens the practice of leadership roles of school principals obtained through questionnaires.

3.3.2 Document Review

Document review is a way of collecting data by reviewing existing documents. The study has used review of existing documents such as records of students result or progress report analysis, students' performance ratings to obtain additional data through reviewing.

3.3.4 Procedures of data collection

Addis Ababa city Government Nifas silk Lafto sub city education office kindly wrote a letter of identification and cooperation for all selected school before the questionnaire were distributed. After permission was obtained, clear discussion was made with school directors on how to distribute and collect the questioner and conduct interview. Thus to collect all the research questions the researcher were employed all the ways of data gathering tools which are mentioned above. Moreover during the administration of the questionnaire, clarifications were given on all points for groups, (administrators, principals and teachers). The collection of data and all related activates were properly followed the manners which are expected from the researcher, thus all the tasks were done based on time table and the plan.

3.3.5 Methods of Data Analysis

Analyzing qualitative data requires the interpretation of text, words, or observations and give implications to research question (Tyler-Powel and Renner 2003; OLeary 2004). Thus qualitative data f from interview, observation and open ended questions were used to strengthen the findings from other tools. Interview transcripts collected in Amharic language were translated to English and recorded are presented in the form of description.

The results of questionnaires which are gathered from teachers are analyzed by using Likert scale. In doing so, due consideration were given to satisfy the basic questions raised and the objectives of the study set.

3.3.6 Ethical considerations

Since ethical considerations in research is to important the researcher takes into consideration issues like:-confidentiality and anonymity of the subjects and participants free will. Thus respondents were informed, before the distribution of the questioners and almost all were actively engaged based on their free will.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRITATION OF DATA

4.1. Introduction

This chapter deals with a discussion of the final results and the process through which the results were obtained. In addition to this, background information of respondents was presented. Finally, the statistical methods of analysis were discussed, which included a descriptive analysis using SPSS version 20.

4.2. Data Presentation, Analysis and Interpretation

The results of the descriptive analysis are presented below. The responses of the school teachers to each of the question given were organized using tables. The first part of the table is the selected population of the sample, the distributed and collected questionnaires in number and percent. The data was then checked for possible erroneous entries and corrections made appropriately. The statistical program used for the analyses and presentation of data in this study is the Statistical Package for the Social Sciences (SPSS) version 20.

The descriptive statistics utilized were based on frequency tables to provide information on the demographic variables. Through tables, summary statistics such as means, standard deviations, minimum and maximum are computed for each variable in this study.

Thirty one questionnaires were distributed to the respondents and out of 31 questionnaires; all of them were collected that accounts 100% response rate. Accordingly, the analysis of this study is based on the number of questionnaires collected. And also sixteen open indeed questionnaires were collected for ten the high school principals and 6 vice principals thorough interview and out of 16 questionnaires; all of them were collected that accounts 100% response rate. Accordingly, the analysis of this study is based on the number of questionnaires.

4.2.1 Background Information of Respondents

Table .1: Background Information of Respondent

No.	Item	Frequency	Percent	Valid percent	Cumulative percent
1.	Gender of Respondents	Male	41	87.2	87.2
		Female	6	12.8	100.0
		Total	47	100.0	
2.	Age of Respondents	20-30 years	25	53.2	53.2
		31-40years	20	42.6	95.8
		41-50 years	1	2.1	97.7
		51-60 years	1	2.1	100.0
		Total	47	100.0	
3.	Years of experience (as a teacher)	1-5year	20	42.5	42.5
		6-10 years	20	42.5	85
		11-15years	4	8.5	93.5
		16 and above years	3	6.4	99.9
		Total	47	100.0	
4.	Year at current School	1-5years	25	53.2	53.2
		6-10 years	10	21.3	74.5
		11-15 years	8	17	91.5
		16 and above years	4	8.5	100.0
		Total	47		

Table 4.1 above indicates background information of all respondents (teachers and principal) participated in the study. Gender, age, work experience and work experience at current school of the sample respondents are displayed in the table.

As shown from the table item number 1 gender distribution of the sample, 41(87.2%) of the total respondents are male, 6 (12.8%) are female. This implies that the proportion of

male employees is slightly larger than that of female employees in the sampled ten Public and private owned school.

As far as age of respondents is concerned, 25 (53.2%) of the respondents are in the range of 20-30 years, 20 (42.6%) of the respondents are in the range of 31-40 years, 1 (2.1%) are in the range of 41-50 years and 1 (2.1%) are 51-60 years, as revealed from item number 2 of the table. From this, it can be understood that the public and private schools under study consist of all age groups with majority of 20-40 years.

According to the table 4.1, 42.5 % (20) of the respondents have 1-5 years' work experience as a teacher and a school principal 42.5% (20) of the participants have 6-10 work experience as a teacher and a school principal while the remaining 15%(7) respondents have 11 and above years' of work experience as a teacher and school principal in private and public schools.

Finally, the above table gives information concerning the number of years a teacher and a school principal has been serving his/her current school concerned; accordingly 25 (53.2%) of the respondents served their current school 1-5 years, 10 (21.3%) of the respondents served their current school 6-10 years, 8 (17%) of the respondents served their current school 11-15,years, while 4 (8.5) of the respondents have 16 and above years, experience at their current school. Collecting this information for the study helps to have relevant information that strengthened the validity of the research.

Table 2 Views of teachers on the Assignment of school principals

The school principals	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Qualified enough to fit the position	3	9.7%	1	3.2%	4	12.9%	7	22.6%	16	51.6%	31	100.0%
Has strong educational leadership.	4	12.9%	1	3.2%	5	16.1%	11	35.5%	10	32.3%	31	100.0%
Has served as a teacher before being the school principal.	0	0.0%	0	0.0%	7	22.6%	9	29.0%	15	48.4%	31	100.0%
Often prepare in service trainings/staff development for teachers.	3	9.7%	1	3.2%	7	22.6%	12	38.7%	8	25.8%	31	100.0%
Has successful professional experience.	2	6.5%	2	6.5%	8	25.8%	10	32.3%	9	29.0%	31	100.0%

As the above table indicates, 23 (74.2%) of the respondents believe that the leaders are qualified enough to fit the position while 4 (12.9%) of them remains neutral. The majority of the respondents claimed that school heads has strong educational leadership, served as a teacher before and often prepare in service trainings/staff development for teachers/. 61.3% of the respondents believe that schools principals have successful professional experience while 13% of respondent do not support that believe. Furthermore, 25.8% of the respondents choose to remain neutral.

The assignment of both private and government secondary schools has its link with their adequate qualification, committed leadership, had experience as a teacher and had professional experience.

Principals on their part have answered the first research interview question

Which was designed to obtain information on principals' educational background and how they become a school principal .From sixteen respondents, almost all principals have respond that they have been serving as a teacher before they become a school principal. Moreover more than half of the principals have second degree from different institution on curriculum and instruction, educational planning and management (EDPM) and some are still attending their second degree classes to upgrade their level.

School principal respondents also revealed that school principals have relevant experiences that count in their school leadership roles. And most school principals also revealed that their assignment on the specific position was based on their qualification and work experience. This shows that principals specifically at high schools are capable to contribute their knowledge and experience, and also able to play important roles regarding with students' academic achievement and all over performances.

Table 3 View of teachers on the Leadership roles of school principals.

The school principal:-	Never		Seldom		Sometimes		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Shape the curriculum	8	27.6%	2	6.9%	2	6.9%	7	24.1%	10	34.5%	29	100.0%
Spend time on educational and administrative leadership	3	10.3%	4	13.8%	0	0.0%	6	20.7%	16	55.2%	29	100.0%
Select new teachers	4	13.8%	3	10.3%	4	13.8%	7	24.1%	11	37.9%	29	100.0%
Evaluate teacher's performance	2	6.7%	2	6.7%	1	3.3%	12	40.0%	13	43.3%	30	100.0%
Set promotion and retention policies	6	20.0%	5	16.7%	1	3.3%	10	33.3%	8	26.7%	30	100.0%
Engage the entire school staff in decisions making	7	23.3%	3	10.0%	1	3.3%	8	26.7%	11	36.7%	30	100.0%

According to the above table, 17(59.6%) of the respondents explained that the principals are shaping the curriculum often and always, while 8(27.6%) of them said school principals never shape the curriculum. The majority of the respondents claimed that school heads spend time on educational and administrative leadership, selecting new teachers, evaluating teacher's performance and setting promotion and retention policies while 20% respondents displayed school principals does not entertain(deploy) enough amount of time and effort on setting promotion and retention policies. 63.4% of the respondents believe that school principals provide(allow) the entire school staff to be part of(participate) in decision making process of the school while 23% of respondent expressed that school principals never allow the entire staff to engage in the decision making process of the school and do not support that believe. Furthermore, 10% of the respondents believe that they are rarely allowed to engage in decision making. Principals on their part have answered the second research interview question which was designed to obtain information on *what roles do you play in your school as a school principal? And how do you relate your duties with the standard function specified by MOE?* One of the respondent from one of a private high school have said

As a school principal I have a vital responsibility in discharging managerial duties in the School. And I do believe Principal is the one that provides educational leadership by coordinating curricular activities like, lesson notes, and continuous assessment towards achieving academic performance. In addition, I am the one who is assigned to facilitate the extracurricular activities and am also responsible for the general administration of secondary school. And as to me I don't think that all schools meet the standard function specified by MOE because most schools have problem of job overlapping or job duplication. Thus the school principal is everywhere means that you may get him or her while taking over all administrative duties (May 7, 2017)

Another school principal respondent also revealed that:

The majority of the school principals have played considerable roles like:-coordinating curricular activities, shaping the curriculum, setting promotion and retention policies e.t.c and as to me job duplication is like stumbling blocks which prevents us from focusing academic related issues and standards provided by MOE (May 13, 2017)

The results show that a majority of principals have almost played the same role in their school. Majority of the principals have mentioned and considered that their work is not limited by the job descriptions they received, rather they played their managerial leadership responsibilities associated with managing facilities, maintaining the physical environment, and establishing a school site council. Moreover they contribute their instructional leadership practices, facilitate the achievement of the school mission and give chances and motivate teachers to highly participate in continuous professional development activities. And always use their leadership position to supervise, monitor, assess, evaluate and spread up to date information on educational issues and current teaching techniques to teachers in order to arouse them so as to achieve higher students' academic achievement.

They also add if all schools implement the standard function specified by MOE, school principals could be more effective to work and improve every student's academic

achievement. Some other principals especially those working in private school have respond that though they want to put their maximum effort to change the school system in order to improve the student's academic achievement they still have problems regarding with school supplies and applying modern technology. This problem manly created by the school owners and school owners always focus on profit than educational quality. As a result they always feel that they are not contributing or take over the roles and responsibilities of a school director.

Seen overall, the extent in which school principals played the basic roles such as :- designing or shaping the curriculum, spending time on educational administrative leadership, hiring and evaluating teachers performances, setting policies and engaging the entire school staff decision were high. That is to say both teachers and principals agreed that principals are good enough in playing the basic roles basically expected from them.

Table 4 View of teachers on Leadership skills of the school principals

The school principals	Never		Seldom		Sometimes		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Has positive attitude approachable, wants the best for the students, school and fellow teachers	4	13.3%	3	10.0%	2	6.7%	5	16.7%	16	53.3%	30	100.0%
Has a strong leadership skill who: - Enjoys the integration of student and staff ideas and activities.	4	13.3%	3	10.0%	2	6.7%	9	30.0%	12	40.0%	30	100.0%
Is familiar with the curriculum and current best practices.	4	13.3%	6	20.0%	1	3.3%	10	33.3%	9	30.0%	30	100.0%
Is accessible to teachers and visits classroom regularly.	4	13.3%	3	10.0%	3	10.0%	10	33.3%	10	33.3%	30	100.0%
Encouraging and enforcing students and teachers for desired performance.	5	16.7%	2	6.7%	1	3.3%	10	33.3%	12	40.0%	30	100.0%

According to the above table, 21 (70%) of the respondents explained that the principals always has positive attitude, approachable and they want the best for the students, school and fellow teachers while 4 (13%) respondents responded never. The majority of the respondents discloses that school heads Has strong leadership skills who: - Enjoys the integration of student and staff ideas and activities, familiar with the curriculum and current best practices and accessible to teachers and visits classroom regularly while 20% respondents displayed school principals are rarely familiar with the curriculum and current practice. 22 (73.3%) of the respondents tell that school principals are always encouraging and enforcing students and teachers for desired performance while 5 (16.7%) of respondent expressed that school principals never encourage and enforce students and teachers for desired performance. Moreover, 2 (6.7%) of the respondents believe that school principals rarely encourage and enforce students and teachers for desired performance.

Principals on their part have answered the third research interview question which was designed to obtain information on *How do you judge your leadership skills and performance as a principal related to students' academic achievement?*

One of the respondent from one of a government high school have said that

...though saying something about yourself usually lacks the realities, as to me I can say that my leadership skills like- Decision-making, planning, and organizing are at good level and most of the time my leadership skills involve clear understanding of the situations. Moreover I do believe that understanding oneself helps to work with others and to motivate others helps to bring changes not only in school environment but in every organization (May 20,2017)

Another school principal respondent also revealed that:-

As a school principal and as a person who took leadership courses I boldly can say that I am practicing the leadership skills at a good level. I know how to communicate with all school stake holders such as- teachers, students, and parent's e.t.c I have technical skills that help me to follow the procedures whenever something special happened. And of

all I know how to guide stakeholders through the school objectives and always motivate students successes fully meet the objective that is students' academic achievement. As a result I always get the best out of all stake holders.(May 25, 2017)

Since the main objective of schools is producing, promoting educated, critical thinkers and problem solving generation, the student's academic performance needs high attention from all school stakeholders. And from the interview result most participant principals have respond that they supervise teachers, observe subject heads, inspect professional documents (lesson plans, records of portfolio of student's, students' progress records.) and they always strive to upgrade the students' performance and compare the student's academic achievement on quarterly base using students mark analysis. A principal from one of the top performing schools emphasized the need for close monitoring of teachers to ensure they attend lessons and complete syllabus in time and rewarding best performing students and teachers to encourage good performance. And also said that to improve one's performance as a responsible principal I prepared school visiting time for both teacher's students and academic staffs to take the best experience from model schools and to considered this model school as a benchmark on best practices.

As the majority of both teachers and school principals in both private and government secondary schools reveled that principals in both type of schools have implemented their strong leadership skills, entertained teachers and students ideas and activities, familiar with the curriculum and current best practices. Moreover the result, both from the questioner and interview indicates that the leadership skill of the principals has shown positive implication for all school society.

Table 5 Views of teachers on Teachers involvement in school leadership

The teacher's	Never		Seldom		Sometim es		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Involvement in school's leadership team	9	29.0%	2	6.5%	2	6.5%	6	19.4%	12	38.7%	31	100.0%
Participation indecision making process	9	29.0%	2	6.5%	3	9.7%	10	32.3%	7	22.6%	31	100.0%
collaboration together with the principal regarding with the mission, vision and objective of the school	5	16.1%	1	3.2%	3	9.7%	8	25.8%	14	45.2%	31	100.0%

Table 4.5 depicts that, 38.7% of the respondents said school principals always provide the platform for teachers to involve on their school leadership team while 29% of them said the school principals never involve teachers in school leadership teams. The remaining 19%, 6.5% and 6.5% of the participants explained the school principals involve teachers in school leadership often, sometimes and rarely respectively.

In addition, 29% of the respondents reveal they are never allowed to participate in the decision making process while 38.7% of the respondents said they are always participate in the decision making process of the school. Likewise, 32.3% of the sample respondents show that they often participate in the school decision making process.

Finally, according to the above table, 71% (I.e. 45.2% always and 25.8% often) of the respondents disclose that they work together with school principals in outlining (setting) the mission, vision and objectives of the school while 16.1% of the respondents said never work together with school principals on these matters. Principals on their part have answered the forth research interview question which was designed to obtain information on- To what extent would you allow teachers to be involved in school leadership?

The results show that majority of the respondents have initiated and encouraged a participatory decision making process through regular staff meetings, discussion with

discipline committees and heads of department and a dialogue with each individual teachers whenever it is needed. The researcher also observed and noticed that the academic teaching-staff meetings discussed all issues, like students discipline, teaching and learning, recreational activities e.tc. And were discussed the issue with the teachers and committees and finally they reach on consensus through collective decision. As a researcher this observation tells that most school principals allow teachers to be involved in their leadership processes whenever it is needed.

Seen overall, the extent to which school principals allow teachers to be part of the decision making processes were high, that is to say, the principals are open and believe in working together with school teachers.

Table 6 Views of teachers on Factors that affect student's academic achievement.

School principals possible :-	Never		Seldom		Sometimes		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Motivating teachers to be enthusiastic about teaching and to let them freely communicate with students	1	3.2%	2	6.5%	3	9.7%	9	29.0%	16	51.6%	31	100.0%
Make sure that the School has adequate financial sources.	5	16.1%	4	12.9%	4	12.9%	9	29.0%	9	29.0%	31	100.0%
Create condition for parents to involve in supporting the school.	1	3.2%	5	16.1%	3	9.7%	10	32.3%	12	38.7%	31	100.0%
Facilitate the learning of children whose mother tongues are different from the instructional language.	5	16.1%	3	9.7%	3	9.7%	5	16.1%	15	48.4%	31	100.0%
Support both teachers and students in teaching and learning to use students learning style on preference (e.g. visual, Aural, Read/write and kinesthetic).	3	9.7%	2	6.5%	3	9.7%	11	35.5%	12	38.7%	31	100.0%

According to the above table, 25(80.6%) of the respondents explained that most of the school principals Motivate teachers to be enthusiastic about teaching and to let them freely communicate with students.

While 6.5% of the respondents displays that school principals are rarely Motivate teachers to be enthusiastic about teaching and to let them freely communicate with

students. The majority of the respondents reveal that the school principals make sure that the School has adequate financial sources, Create condition for parents to involve in supporting the school, Facilitate the learning of children whose mother tongues are different from the instructional language while 16.1% respondents displayed that the school principals never make sure that the School has adequate financial sources, Create condition for parents to involve in supporting the school, Facilitate the learning of children whose mother tongues are different from the instructional language. 74.4% of the respondents tell that the school principal support both teachers and students in teaching and learning to use students learning style on preference (e.g. visual, Aural, Read/write and kinesthetic teaching method).

Principals on their part have answered the fifth research interview question which was designed to obtain information on

What do you think are the major factors that affect students' academic achievement, and what role the principal plays to improve the performance of the students and also to minimize the negative factors?

When responding the above interview question, one principal said:

I believe that the factors that affect students' academic achievement are not specific; I mean it varies according to the actual problem and situation. To mention some: - lack of successful school leadership can be taken as a factor. As to me the principal is the one who can play an important role in supporting teaching and learning, and with effective preparation, principals can positively affect students academic achievement mean that the educational level of principal significantly relates with that of leadership effectiveness of the principal and being effective has great contribution on the academic achievement of the students. Moreover I observed that the principal who completed in-service trainings are more effective than who did not and this effectiveness has positive impact on the student's academic achievement. (June 1, 2017)

He also added that:

In our school case student's misuse of modern technology like:-face book, or other social media and parents lack of awareness on how their child or children use this technology is a big problem that we are facing every single day. I can also mention that students discipline, lack of parental support, their financial situation and standard of living, English as a second language, and for some is sever learning difficulties are the major factors. (June 4, 2017)

Another principal noted that:

since the principal is the one who develops the school governance structure, the polices on all about retention (both for teachers and students), allocate effective and efficient teachers, who adheres the curriculum, creates a school culture, monitoring the content and nature of instruction and students assessment, I think and believe that he/she has great influences on the student's academic achievement (June 4, 2017)

The majority of the respondents also believed that the commitment of parents to take part in their child's education, plying principal leadership role in a right manner, being a responsible teacher and being a responsible student can have great positive impact on student's academic achievement.

And some have recommended that in order to minimize the negative factors those affects the student's academic achievement, the principals should control and foster the factors affecting a school's teaching and instructional quality, including selecting, and keeping outstanding teachers; working with the school community or stakeholders to establish a common mission, instructional vision, and goals; creating a school culture grounded in collaboration and high expectations; facilitating continuous instructional improvement; finding fair, effective ways to improve or remove low-performing teachers; and producing excellent academic results for all students.

And the result from the interview reveled that most secondary school principals displayed that though the factors that affect students' academic achievement are not specific the

principals always made situational research and based on the findings they put problem solving mechanism, in collaboration with concerned stakeholders.

Seen overall, the extent to which school principals working on the factors such as make sure that there is a adequate financial sources, Motivate teachers, Create condition for parents to involve in supporting the school, Facilitate the learning of children whose mother tongues are different from the instructional language part of the decision making processes were high, that is to say, the majority of principals are always there to work and minimize factors that affect students' academic achievement.

Table 7 View of teachers on the effectiveness of the school principal to enhance student's academic achievement

The school principal	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Helping students to be able to take the lead on their own.	0	0.0%	2	6.5%	1	3.2%	16	51.6%	12	38.7%	31	100.0%
Building intellectual development and academic achievements.	0	0.0%	1	3.2%	4	12.9%	17	54.8%	9	29.0%	31	100.0%
Celebrating academic success in ways that motivate students and staff.	1	3.2%	2	6.5%	1	3.2%	13	41.9%	14	45.2%	31	100.0%
Working with teachers on instruction, dealing with student discipline and achievement scores.	0	0.0%	4	12.9%	2	6.5%	13	41.9%	12	38.7%	31	100.0%
Trying to reduce student's academic achievement gap.	0	0.0%	1	3.2%	4	12.9%	10	32.3%	16	51.6%	31	100.0%

Depending on the above table, 28(90.3%) of the respondents believe that the teacher help students to be able to take the lead on their own while 3(9.7%) of them displayed that

teachers do not help students to be able to take the lead on their own. The majority of the respondents claimed that leaders always builds intellectual development and academic achievements, celebrating academic success with students and staff, working with teachers on instruction, dealing with student discipline and achievement scores while 12.9% of the respondents respond that leaders rarely work with teachers on instruction and dealing with students discipline and academic achievements. Furthermore, 26(83.9%) of the study participants teachers always work and trying to reduce the gap created between students' academic achievement gap while 16.1 % of the respondents remain to hold their opinion in sometimes regarding teachers hard work to reduce the created gap between students' academic achievement.

Principals on their part have answered the sixth research interview question which was designed to obtain information on what do you think are the factors that affect the effectiveness of the school principal?

One of the respondent principal from one of the private school declare that.- In our high school we have students from age 13-18. School for students aged 13-18 years. It has in excess of 850 students and a staff of 50 teachers. And I am here for the last 4 years .I always believe and work on producing a well-rounded individual with a balance of the eight multiple intelligences. In the past, the school had experienced difficulties in moving forward in its strategic directions. I think it is because of inexperienced school principal, the person who was leading this school was a sport teacher for ten years and they assigned him as a school principal. Culture of the school itself is another factor that limits the principal not to be effective, though it is for the moment. Since I am assigned I have been involved in changing the culture of the school. He remarks that this was a conscious decision to change the culture of the school, based on observations and perceptions from other people about the school. Subsequent discussion with community groups had advocated a number of changes to the school culture:

He also added A school is being an attractive and safe school, being fun, having maximum expectations for our young students, and having the very

best teachers available to be here. The school and community present a number of challenges for the principals. Most parents in our school have inability to access resources and this is an ongoing problem. However, I believe that most family groups have a rare quality, a “reality... about the real world, not the material things.” He sees the inability of many parents to effectively carry out the role expected of good parents as a major challenge in its impact on students’ level of achievement.”

Another principal said that

...because there were countless problems since my day of appointment here in our school I have undertaken significant educational changes. Lack of good communication with school community was the first challenge. To solve this problem as principals, I tried to make them part of the school and to share it’s our vision of learning. This unity was achieved through an emphasis on school expectations, improved behavior management, innovative curriculum development. Now we have very effective lines of communication, a strong sense of professionalism, and an energy and passion for the job. This means as a principal we need to take school leadership courses in order to minimize ineffectiveness of the principal and get leadership achievements. (May 4, 2017)

For majority of respondents not having:

positive relationships between staff and students; a regular update of staff professional development; maintenance of quality teaching staff; power sharing among staff, students, parents and the quality of the senior leadership team are the factors that hinders or limits the principal from being effective.

And one of the principal has recommended that:

Leadership characteristics of the principal really matters, that include: excellent interpersonal skills; a strong sense of optimism in regard to students and the school’s direction; personable; approachable; awareness of the community; consultative; active listener; honest; ethical; willingness

to let other people try things; high profile and school visibility; and loyalty to the school.(June 7, 2017)

And the result from the interview revealed that most secondary school principals displayed that the characteristics, leadership style, communication skills and creating a school culture grounded in collaboration and high expectation are important and serve as building block that have great link with students' academic achievement.

Seen overall, the extent to which school principals helping students to be able to take the lead on their own, building intellectual development and academic achievements, Celebrating academic success in ways that motivate students and staff, working with teachers on instruction, dealing with student discipline and achievement scores and trying to reduce student's academic achievement gap were high.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5. Summary

The purpose of this study was to investigate the leadership roles of school principals in enhancing student's academic achievement in Nifassilk Lafto sub city. The research questions guiding this study were the following basic questions.

1. How are school principals assigned to school leadership positions?
2. What are the roles of the school principals and how do they comply with the standards put in a place by MOE?
3. How teachers view school's principal leadership?
4. To what extent are teachers involved in school leadership?
5. What are the factors that affect student academic achievement?
6. What are the effects of principals' roles on student's academic achievement?

In order to answer these questions a mixed –methods /concurrent/triangular design was chosen (qualitative and quantitative) research method was employed.

The data gathered through questionnaires, interview and observation and 31 high school teachers and 16 school principals and vice principals were considered in this study.

The researcher investigated the perceptions of teachers and principals in regard to principals' effectiveness to enhance student's academic achievement. In addition, the extent to which principals and teachers believe principals' leadership effectiveness impact overall students' academic achievement and school improvement was explored. The data obtained from teachers were analyzed using SPSS 20 (percentage and frequency) and narrative statement (direct and transcription).

At last on the bases of review related literatures and the analyzed data, the following main findings were obtained from the study.

5.1 Major findings

The findings did point to the fact that the leadership roles of the principal do and can have an impact on student achievement. The result from the data both from the teachers and principals indicated that leadership role does impact student achievement by

creating a vision to empower the teachers, and that setting high expectations helps teachers deliver meaningful instruction, which in turn provides students with optimal learning opportunities. More over the study revealed that:-

The assignment of school principals to school leadership positions

- The assignment of both private and government secondary schools has its link with their adequate qualification, committed leadership, had experience as a teacher and had professional experience. Moreover most school principals were also assigned on the specific position based on their qualification and work experience.

The roles of the school principals and how do they comply with the standards put in a place by MOE

- The data obtained shows that the majority of the school principals have played considerable roles like:-coordinating curricular activities, shapping the curriculum, setting promotion and retention polices e.t.c
- For some of school principals pointed job duplication is like stumbling blocks which prevent them in focusing academic related issues and standards provided by MOE.

Views of schools principal leadership

- The responses of the data collected pointed out that Principals in both type of schools have implemented their strong leadership skills, entertained teachers and students ideas and activities, familiar with the curriculum and current best practices. Moreover the leadership skill of the principals has shown positive implication for all school society.

Extent to which teachers are involved in school leadership

- As the response of the data collected clearly highlighted, the great majority of the respondents agreed that most of the secondary school principals initiated and encouraged all teachers to participate and involve in decision making process.
- Most of the principals are open and believe in working together with school teachers and school community.

Factors that affect student academic achievement

- A great majority of the respondents were agreed that Most of the school principals are always work on the listed factors like- mother tongues effect, facilities, financial related issues, lack of motivation and parental involvement. And they always make sure that there are adequate financial sources, Motivate teachers, Create condition for parents to involve in supporting the school, Facilitate the learning of children whose mother tongues are different from the instructional language part of the decision making processes. Moreover they are always working on and minimize factors that affect student's academic achievement.
- Most of the respondents acknowledged that Most of the school principals help students to be able to take the lead on their own, building intellectual development and academic achievements, Celebrating academic success in ways that motivate students and staff, working with teachers on instruction, dealing with student discipline and achievement scores and trying to reduce student's academic achievement gap.

Effects of principals' roles on student's academic achievement

- With regard to the question whether the leadership roles of the principal have effect on students' academic achievement or not, a great majority of the respondents agreed that effective school principal in leadership plays a key role in supporting teaching and learning and with effective leadership; principals can positively affect student's achievement.

- Among the 16 principals those who are attending leadership classes were on average in their leadership qualities regarding with students achievement than those of the experienced and knowledgeable principals,
- As the responses of the data collected clearly highlighted a great majority of the respondents agreed that principals who continuously make, Planning, coordinating, and evaluating teaching and the curriculum and actively involved in collegial discussion of instructional matters, including how instruction impacts student achievement have high impact on student's outcome.
- Leaders or principals who have high degree of involvement in classroom observation and subsequent feedback and who set and adhered to clear performance standards for teaching are also associated with higher students' academic achievement.
- Finding from research also indicates that leadership was one of the several defining characteristics of successful schools and also reports show that principals who play role effectively are those who provide staff development help emphasize teaching and learning, increased teacher innovation, risk taking, instructional focus and motivation, all of which created lifelong learning in the students.

5.1 CONCLUSIONS

The main focus of this research was to investigate whether or not principal leadership role has contribution on students' academic achievement.

Based on the data collected and discussions made in Nefassilk Lafto Subcity on leadership roles in enhancing student's academic achievement, the researcher reach on the following conclusions.

According to the majority of the respondents, most of the principals were assigned based on their level of experience and expected professional standards /practices, which are listed by MOE.

As far as the involvement of teachers in school leadership, teachers were found to involve in school leadership. Having part in decision making and management process, designing curriculum, addressing instructional and assessment issues and active participation in developing the mission, vision and objective of the schools are among other roles which teachers are involved through. However their level of participation in some schools was a bit limited/low.

Most of the teacher's respondents had positive view of school principals' leadership style, and they view on the leadership style was more of participatory, open and motivational.

As to the academic achievement of the students, it was found out that the role of the principals has contributed to the betterment of the performance of the students. However the level of supporting and motivating both teachers and students are still limited.

From the findings, it is quite possible to conclude that the leadership roles of the school principal have tangible effect on the academic achievement of the students. Since the principal is the leading professional in the school, he/she is expected to provide professional leadership and management roles, such as: their high level of performance outcome, skills and knowledge, which really help to manage all the learning and teaching through creating favorable condition in order to maximize the students all over outcome.

Having examined a role of the school principal that contribute to what students' academic achievement, the researcher conclude that the contribution of leadership role strengthen the academic achievement of students. Though the data found from the study has shown that the principals have great roles in enhancing the academic achievement of students, some principals as a leader need to create conditions for continuous staff development trainings, need to create conducive school environment both for the students and teacher. Moreover, to enhance quality education and high students' academic achievement, principals need to have professional skills in school management and leadership.

5.3 RECOMMENDATIONS

Based on the findings and conclusion drawn, the recommendation of this study would be for school leaders to recognize that leadership, in any way, impacts school policy, Culture and student achievement. Much of the research indicated that school Leadership impact all including students achievement, it is important that principals and other administrative staff understand how leadership effects all school related scenarios and should involve themselves in different in service trainings to develop their leadership qualities so as to bring quality education and high academic achievement school administrators/principals and students of school leadership would be wise to pay close attention to their approach in contemplating a change in school culture, leading to student achievement. Moreover school leaders and government need to fill the gap which are created because of lack of trainings and experience as school principal.

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Appendix
Addis Ababa University
School of Graduate studies
College Of Education and Behavioral Studies
Department of Educational Planning and Management
Questionnaire for high school teachers

Currently am graduating student at Addis Ababa University, School of Education and Behavioral studies at the department of Educational planning and management. My research for my thesis focuses on *Leadership Roles of School principals to enhance student's Academic Achievement*. The research is conducted with the purpose of identifying **how leadership roles of school principals enhance the students' Academic achievement**. To make the study full you have been selected to participate in this study as one of the respondents. I would like to request you to answer the following questions as accurately as possible. Your responses will be treated with the highest level of confidentiality and will be used for the purpose of this study only.

Thank you in advance for spending time to response the Questionnaire and your sincere response.

Section I

Background characteristics tick the appropriate answer section

Demographics:-

1. Gender	Male	<input type="checkbox"/>	3. Years of experience (as a teacher)	
	Female	<input type="checkbox"/>	0- 5years	<input type="checkbox"/>
2. Age	20-30	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>
	31- 40	<input type="checkbox"/>	11-15 years	<input type="checkbox"/>
	41-50	<input type="checkbox"/>	16+ years	<input type="checkbox"/>
	51-60	<input type="checkbox"/>		
	60+	<input type="checkbox"/>		
4. Year at current School	0-5	<input type="checkbox"/>		
	6-10	<input type="checkbox"/>		
	11-15	<input type="checkbox"/>		
	16+	<input type="checkbox"/>		

Section II

Instructions:-

- Each item below describes/or gives clue how your School principals are assigned to school leadership position.
- Use the following 5 point scale to rate what you know and what you observe.

No	The school principals:-	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	Qualified enough to fit the position.					
2	Has strong educational leadership.					
3	Has served as a teacher before.					
4	Often prepare in service trainings/ staff development for teachers.					
5	Has successful professional experience.					

Section III

Instructions:-

- Each item below shows the roles of School principal and their standard function specified by MOE (Ministry of Education).
- Use the following 5 point scale to rate the roles of your School principals.

No	The school principals:-	Always	Often	Seldom	Never	Sometimes
		4	3	2	1	5
1	Shape the curriculum					
2	Spend time on educational and administrative leadership					
3	Select new teachers					
4	Evaluate teacher's performance					
5	Set promotion and retention policies					
6	Engage the entire school staff in decisions.					

Section IV

Instruction:-

- Each item below describes school's principal's leadership.
- Use the following 5 point scale to rate your view on your schools principal leadership.

No	The principal	Always	Often	Seldom	Never	S/times
		1	2	3	4	5
1	has positive attitude, approachable wants the best for the students, school and fellow teachers					
2	Has strong leadership skills who:- Enjoys the integration of student and staff ideas and activities .					
3	Is familiar with the curriculum and current best practices.					
4	Is accessible to teachers and visits classroom regularly.					
5	Encouraging and enforcing students and teachers for desired performance.					

Section V

Instructions:-

- Each item below rates your involvement in school leadership. Circle the number which describes how often you are actually involved in the leadership situations.
- Use the following 5 point scale to rate your involvement.

No		Always	Often	Seldom	Never	sometimes
		4	3	2	1	5
1	Involvement in schools leadership team.					
2	Participating in decision making process					
3	Collaboration together with the principal regarding with the mission, vision and objective of the school					

Section VI

Instructions:-

- Each item below describes factors that affect student's academic achievement. Circle the number which describes how often the factors really affect students' academic achievement.
- Use the following 5 point scale to rate the factors which affects student's academic achievement.

No		Always	Often	Seldom	Never	S/times
		4	3	2	1	5
1	Motivating teachers to be enthusiastic about teaching and to let them communicate this to students.					
2	Make sure that the School has adequate financial sources.					
3	Create conditions for parents to in supporting the school.					
4	Facilitate the learning of children whose mother tongues are different from the instructional language of					
5	Support both Students and teachers in teaching and learning to use students learning style on preference (e.g. visual, Aural, Read/write and kinesthetic.					

Section VII

Instructions:-

- Each item below describes the relevant effectiveness of school principals on student's academic achievement.
- Use the following 5 point scale to rate the effectiveness of school principals to enhance student's academic achievement.

No		Strong agree	Agree	Neutral	Disagree	Strong Disagree
		5	4	3	2	1
1	Helping students to be able to take the lead on their own.					
2	Building intellectual development and academic achievements.					
3	Celebrating academic success in ways that motivate students and staff.					
4	Working with teachers on instruction, dealing with student discipline and achievement scores.					
5	Trying to reduce student's academic achievement gap.					

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Thank you in advance for spending time to response the Questionnaire and your sincere response.

Interview questions guide for school principals

1. Tell me your educational background how becomes a school principal assigned?
2. What roles do you play in your school as the school principal? And how do you relate your duties with the standards put in a place by MOE?
3. How do you judge your performance as a principal related to students' academic performance?
4. To what extent would you allow teachers to be involved in school leadership?
5. What do you think are the major factors that affect student academic achievement?
6. What do you think are the factors that affect the effectiveness of the school principal?

DECLARATION

I undersigned, declared that this thesis is my original work and that all relevant sources of material used for the thesis have been duly referenced.

Name: Eyerus G/medhin

Signature: _____

Date of submission 26/7/2017

Place: **Addis Ababa University**

Name of Advisor: Prof Haileselassie W/Gerima

Signature: _____

Date : 26/7/2017