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**THE EFFECT OF PRINCIPALS' LEADERSHIP STYLES FOR
STUDENTS' ACADEMIC ACHIEVEMENT IN GOVERNMENT
SECONDARY SCHOOLS OF KOLFE KERANIO SUB CITY**

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DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

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ETHIOPIA

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LEADERSHIP**

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MANAGEMENT**

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ETHIOPIA**

Approval Sheet

This is to certify that the thesis prepared by Solomon Eshetu, entitled: The Implication of principals leadership styles on students Academic achievement in kolfe keranio sub city secondary schols and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (in School Leadership) complies with the regulations of the university and meets to accepted standards with respect to originality and quality.

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Declaration

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Abstract

This study sought to imply the principals leadership styles for students' academic achievement of kolfe kolfe keraniyo sub city yeman birihan cluster secondary schools. A descriptive survey research design was adopted. A combination of stratified random sampling, simple random were utilized to draw 83 teachers and 170 students and 9 school principals, to participate in the study. Mixed method was used to collect quantitative data from teachers and school principals using questionnaires and qualitative data from secondary school principals using interviews and questionnaires were utilized for teachers and students. Document analysis was also part of data collection for the study. Quantitative data were analyzed using descriptive statistics such as frequency, percentage, and mean, while the qualitative data were analyzed using content analysis approach. Finding of the study revealed that the extent of leadership styles approach were not properly employed in those secondary schools of Yeman birihan cluster schools in relation to improving students' academic achievement. Inability to recognize teachers and students individual difference and accordingly inappropriate use of those leadership styles that suits those differences were among the major findings. Based on these findings, the school principals should give special attention for individual differences among the staff members and create clear communication and follow up on its implementation, training should be offered to school principals. since most of them were not graduated in school leadership programs rather they specialize on subject matter only. So awareness on how to lead should be given by in service training programs which helps to enhance the academic improvement of students were some of the major recommendations forwarded.

CHAPTER ONE

Introduction

This chapter provides an introductory account that includes background of the study, statement of the problem research questions, objectives of the study, significance of the study, delimitation of the study and definition of key terms.

1.1 Background of the Study

Education in its worldwide journey of historical development shape humans socially, emotionally, and physically. By this influential societies take control over weak ones in earlier eras using it as a weapon,. In other words, physical force has been replaced by knowledge and education in which it has become the center of this power balance. Because of the developments gained in social. Economical and technological advancement through education all countries gave primary emphasis on the importance of education. Especially developed countries are aware of the fact that education system is a key factor for economic growth (Barro, 2013). Therefore, they make huge investments in their education quality. Educational quality refers to fitness for use, the satisfaction of the needs of school elements, and conformance to these strategic elements' requirements and expectations (Cheng & Tam, 1997). As a result, these investments in developed countries returned as achievements in science and arts.

Ethiopia, in its way to meet in developing country group, could not catch the quality of education as in the developed countries. Although it had significantly succeeded in terms of educational quantity such as increasing the number of primary secondary and higher education institutions, number of teachers, and schooling infrastructures and other elements which indicate the success of access in education. These successes to some extent have contribution to quality. But as many scholars agreed that in parallel to access schools need leadership approaches rather than administration or management systems in order to be effective and efficient to satisfy the desired quality of education.

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

there needs to be a focus and continued emphasis on the leadership capabilities of all those within the school community: parents, pupils and teachers (Lambert and Harris, 2003).

As to Lambert and Harris (2003), it is a very important building trusting environments with positive and authentic relationships which enables to promote collegiality, respecting of each other's experience, values and aspirations. Hopkins *et al* (as cited in Harris, 2005) also explains that School improvement is a strategy for educational change that focuses on the learning and achievement of students by enhancing classroom practice and adapting the management arrangements within the school to support the teaching and learning process (Hopkins cited in Wedling & Early, 2004). In addition to these, Miles *et al.* (cited in Harris, 2005) define school improvement as a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of accomplishing educational goals more effectively. The purpose of school improvement policies is improving the educational process that includes instruction and subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement,

The Ethiopian education system which lasted for a long period is now in a process of implementing the school Improvement Program (SIP) that gives emphasis for quality of education. The most promising objective of the 1994 ETP is increasing access to education and then to work with quality of education. Accordingly, MoE has developed a General Education Quality Improvement Program (GEQIP) which aims at improving quality of education at all levels of the school and this package has six components. The School leadership and teaching and learning are among the components of GEQIP and national programs developed by the Ministry of Education (MoE) in 2007 to improve student results in primary and secondary schools. However with all the above efforts made by the ministry, the students' academic achievement was going worsening in the recent years..

This implied that MoE's major focus and effort was on access in increasing the number of schools in greater degree than quality of education to its end goal which is student learning achievement. In realization of students learning outcome school leaders have an essential role and responsibilities. Moreover, School leaders are expected to lead the school in an appropriate manner so that all the activities and plan of the school goes harmoniously and successfully with goal achievement of the school.

But recently the ministry realized its weakness so that shift it/s attention on quality of education especially on the domains of leadership and teaching and learning. In the teaching and learning domain many efforts had been done by training and updating teachers. But in the leadership domain little had done in selecting, training and empowering them to the expected level. Moreover school principals were replaced (fired) and /or transferred from school to school with in less than two years make it difficult to evaluate the success and failure of their leadership towards the student's learning outcome. This is due to the unique nature of educational academic achievement can be brought in the long term effect. .

Therefore, it was a vital issue to investigate the current status of the school leadership, with regard to improving student's academic achievement and to identify challenges of school leadership in secondary schools of the sample areas.

1.2 .Statement of the Problem

In Ethiopian Secondary school education in past three years had not been stable which had led to unsatisfactory examination results in summative examinations. In most secondary schools grade 12 leaving examination, majority of students had failed or had not shown good performance in their results which prevented them for further studies. The students' performance in the past three National Examinations shows that the pass percentage for students who score was 3-5 %. This meant that, nearly all of the students failed in their examinations. This is a very bad sign for the education system in Ethiopia from the above data as the performance is deteriorating gradually.

However, experiences and records have shown that school leadership styles have direct bearing on the overall effectiveness of school because both teachers and students are to perform under the leadership of school (Frolence, 2012). It has been found that effective leaders enhance school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more conducive to higher levels of students' academic performance.

The challenges of schools and quality of education in Ethiopia are among the major persistent problems that the country has been facing for years. The most significant one that can be mentioned in terms of limited capacity of leadership and management at the educational sector as well as school level is; unsustainable monitoring and evaluation system of leaders which in turn resulted in students' low academic achievement (MoE,1994). Recently, result of national study

demonstrated that school leadership in Ethiopia could not solve challenges of education system through organizing work forces and engaging stakeholders in school activities in order to improve students' learning outcomes or academic achievement. (MoE .1994).

This indicated that still there is a serious lack of quality of education that must be addressed. In addition, the education system was characterized by low quality of outputs. These studies indicate that students' academic achievement as one of key indicators of educational quality is not in progress through years.

Poor leadership is one of the main contributing factors for low quality of education that is characterized by scoring below the average particularly, in secondary schools national exams as well as students' misbehaviors.(MoE,1994),

This fact is clearly recorded that the number of students who had got the average passing result in grade 12 school leaving exam in the year 2015 EC and 2016 EC was 3% and 5 % respectively in Addis Ababa administrative region especially in kolfe keranio sub city.(Document analysis of k/k/s/city Education office students result analysis).

But the result scored in the classroom exam contradicts with that of the national one. Most of these problems were resulted from the fact that many teachers and students did not consider goals of learning. They were also not equipped with adequate knowledge, skills and right attitudes on lessons rather they focused plainly on promotion from grade to grade by the student's side and for promotion in the carrier ladder by the principals and teachers.(Document Analysis of the Selected Sample Schools Students Result Analysis).

Researchers studied in our countries context about principals' school leadership was recommended in different ways by attaching it with educational system and recommending the school improvement program to tackle it in broad term. Among those Belay & Maluku's finding reveal raising the quality of education in Ethiopia has been limited and learning achievement in education system remains unacceptably low in secondary schools.

According to Belay and Melaku the cause for low learning achievement was poor quality of education as a whole .since quality of education incorporates so many factors and elements in it, their finding did not indicate which factor/s affected learning achievement.

The practice of principal leadership style on school performance in the selected secondary schools have different problems regarding the issue of low student achievement, low community participation, lack of facilities in most schools, lack of finance. Particularly, lack of school

leadership capacity has frequently existing. The average score of grade 12 national level examination was less than 5% in academic achievement of students. which was much lower than the standard set by 50% ,(MoE ,1994).

Actually, several internal and external variables are attributed to the poor performance of secondary So there was a gap since none of these studies investigated specifically about the unique characteristics of schools in implying for principals' leadership styles affect student's academic achievement,

The current study attempted to investigate the implication of school principal's leadership on student's academic achievement on some sample secondary schools in Addis Ababa city government kolfe keranio sub city of sample schools.

1.3. Basic Research Questions

1. How do teachers and students perceive principals leadership styles?
2. What dominant leadership styles do principals exercise in the sample schools?
3. To what extent do principals' leadership styles affect student academic performance?

1.4. Objectives of the Study

1.4.1 General Objective

The main objective of this study was to identify and show the link of principals' leadership approaches in improving student's academic performance of sample secondary Schools.

1.4.2 Specific Objective

The specific objectives of the study were:

1. Assess teachers and students perception towards principal's leadership styles.
2. To identify the leadership styles of principals exercised for student's academic performance of sample schools?
3. To identify the challenges faced in their efforts of practicing their leadership style?

1.5. Significance of the Study

The result of this research would be significance in various aspects. Firstly It may give an awareness to the principals how their leadership styles effect the student academic achievement. The findings of the study would also indicate the strength of leadership styles, and their

contribution to enhance the performance of the schools. Secondly for those responsible in organizing the instructional courses for newly appointed school leaders, the study would offer some lessons to take care. This would prepare the leaders with leadership skills for improving teaching and learning environment and bring about quality performance of students.

1.6. Scope of the Study

The study was delimited to three secondary schools of Yeman Birihaan cluster in kolfe keranio sub city, Addis Ababa administrative government. The cluster has 3903 pupils, 297 class teachers, 12 principals and 4 supervisors. This study was confined to the analysis of the key factors that implied leadership styles with pupils' academic achievement of the selected secondary schools of the sub city. The study was delimited to take place at lower secondary school levels (grades 9-10) of the selected secondary schools of the sub city.

1.7. Limitation of the study

.The researcher encountered different limitations during the fieldwork; firstly, some of principals of schools were reluctant to disclose relevant information that could be fruitful grain to the study. Secondly, it was difficult to obtain important documents whereby some principals of schools were not ready to provide administrative files of their schools. They argued that such documents are confidential and are given to school inspectors only. The situation caused difficulty in confirming the information given by principals of the schools. As such, the researcher had to use another alternative to get them. Teachers and students were the alternative source.. However for the sake of the effectiveness of the study, the researcher tried to approach in tolerant and polite manner to reduce the problem. And also the resource was managed according to budget plan and activities schedule.

1.8. Operational Definitions of Key Terms

Academic performance refers to the student performance in in kolfe keranio secondary schools. results overtime.

Leadership Style: In this study leadership, style has meaning of behavior that a leader exhibits during communication with followers in a particular situation that makes the leader autocrat, democrat or laissez faire. In this study principals leadership style such as autocratic, democratic and laissez-faire leadership styles

Academic Achievement refers a students' academic outcome of the past three years in the national examination comparing with the classroom tests of those years.

1.9. Organization of the Study

The study was organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the problem and operational definitions. The second chapter presents the related literature review. The third chapter deals with research design and methodology. The fourth chapter deals with the presentation and analysis of data collection. The last chapter provides the summary conclusion and recommendation.

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

This review of related literature focuses on a review of the literature related to the effect of the Leadership Styles of Principals on Student academic performance of Government and Private Secondary Schools. It aims to focus on the definition, importance, and evolution and conceptualization of leadership. It was also focused on leadership styles with special reference to styles that relate to educational institutions.

2.2. Theoretical Foundation of leadership

Social Cognitive Theory is grounded in the understanding that learners, or students, can be influenced by the individual, their environment, and their behavior. External factors play a pivotal role in a learner's cognitive development (WGU, 2020). The foundation for the Social Cognitive Theory was developed in the 1960s by Bandura, and he explained how people control their behavior to achieve long-term goals (LaMorte, 2019). Controlling one's behavior to achieve long-term goals was the basis for this study. If school leadership impacts student academic achievement, and if the goal is to increase academic success for the students in their school, then leaders should develop behaviors that provide every opportunity to achieve success. School leaders that adapt their leadership style to correlate to the area with the best chance for increased Performance will have a higher statistical chance to impact student achievement scores positively.

2.3. Concepts and Definition of Leadership

Leadership has diversified definitions and different authors also define leadership in different ways. For example, Hemphill and 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. It 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.

As Bush and Glover cited in (Polemic & Melissa, 2016) depending on country's contexts, the term school leadership is often used interchangeably with school management and school

administration. Subsequent to this, leadership is also the act of identifying important goals, motivating and enabling others to devote themselves and necessary resources to achievement (McGuire, 2001).

Educational leaders are those persons, occupying various roles in the school, who provide and exert influence and direction in order to accomplish the schools goals (Leithwood & Riehl, 2004). An educational leader is an individual whose actions (both in relation to administrative and educational tasks) are intentionally geared to influencing the schools primary focus and ultimately the students' achievement (Witziers, Bosker, & Kruger, 2003). On the other hand Katz and Kahn (in Okumbe, 1998), for instance, define leadership as "the influential Increment over and above mechanical compliance with routine directives of the organization." In this definition, leadership is seen as a process whereby one person influences others to do something. Liphon in Hun son (1996), on the other hand, defines the concept of leadership in relation to school.

2.3.1. Leadership in School Context

The concept of leadership is not a new phenomenon to the education system and that of the School. It was around 19 century with the assignment of principals in leadership position that the Concepts of school leadership started to appear in the education literature's (Le Clear, 2005). Nowadays, the term leadership and the concepts associated with it are among the major focuses of education literature and researches. This is because leadership is now being considered as one of the major factors in determining students' achievement. A seminal 2004 study, "How Leadership Influences Student Learning" asserted that leadership is the second only to class room instruction among all school-related factors that contribute to children's academic performance (Leadwood, Louis, Anderson, & Wahlstrom, 2004). However, the major problem is that in school contexts people usually associate leadership roles to principals only. But in modern schools, instructional leadership does not solely depend on principals. Leadership roles are exercised by a variety of persons including principals, teachers, students and community representatives (Leadwood and Riehl, 2003). Nevertheless, research findings on successful school show that principals' leadership has more prominent impact than others for the successful performance of schools (Sergovanni, 2001; Alvesson, 2002). further stated the following in relation to principals' leadership role: In many ways the school principal is the most important and influential individual in any school It is his leadership that sets the of the school, the climate for learning, the level of professionalism and morale of teachers...If students are performing to the best of their ability one

can almost always point to the principal's leadership as the key to success (Sergovanny, 2001). From the above one can understand that without effective educational leaders, it is impossible for schools to attain their educational outcomes. This is better described by NASSP and NAESP (2013) as "Great schools do not exist apart from great leaders".

2.4. Leadership Styles

Leadership or management style determines the atmosphere, culture, and strategies dominating the organization (Jalilizadeh and associates, 2013). Leadership style is made of a set of attitudes, traits, and skills in the principals formed based on four factors: values, trusting employees, leadership orientation, and a sense of security shaped in important situations (Ming-Ten et al, 2011). These consistent types of behavior that principals apply with others at work are called leadership styles (Farahani et al, 2007).

In other words, leadership style refers to the manner in which the leader performs his/her roles and directs the affairs of the organization (Oyetunyi, 2006). Some leaders are more interested in the work to be done than in the people they work with, while to their pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. The influence of leadership style on job performance, organizational commitment and satisfaction has been well established (Breckenridge, 2000).

Autocratic Style: the principal trusts very little in their employees, he takes the important decisions and issues orders to subordinates. Communication is top down. The leadership style is also known as the authoritarian style of leadership Power and decision-making resides in the autocratic leader.

The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or her-self and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (John, 2002). Benevolent style is the second style and according to this style of leadership, leader with relative trust in employees tries to subjugate employees and support them. The situation is similar to the relationship between lord and vassal. Leader decides, and the employees are involved on a very limited extent in decision-making process.

The third is consultative style. In this style, the leader has more trust and confidence in making decisions with the employees and there is a bilateral communication. The employees Participate

in decision-making, but only what the leader accepts would be implemented. The Employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept Orders from the manager, but sometimes covertly resist the order by in subordination, especially when the manager decides on majority rules principle (Owens, 1981).

The last is participative leadership style. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001). Other researchers including Robbins and Coulter (2005) developed other categories of leadership style based on the classical conceptualization of leadership by Kurt Lewin. According to these theorists, there are three major styles of leadership often exercised by leaders in schools and other organizations. These are authoritarian, democratic and laissez-faire leadership styles. Robbins and Coulter (2005) explain the characteristics of the three leadership styles as follows:

Autocratic Style In this style, the leader takes decisions without consulting with others. The decision is made without any form of consultation. As result, employees feel discontent on this style of leadership. Leadership theorists indicate that this style works best when there is no need for input on the decision and where the motivation of people to carry out actions would not be affected whether they were or were not involved (Robbins and Coulter, 2005). Found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short time and when followers are not productive.

Democratic Style Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

The people usually appreciate democratic decision-making, especially if they have been used to autocratic decisions with which they disagreed (Bradley, et al., 2009). This approach is problematic when there is a wide range of opinions and there is no clear way of reaching an equal final decision (Ibid). Hackman and Johnson (2009) describe laissez-faire style as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leaders' participation. Thus, subordinates are free to do what they like.

Laissez-faire works best when people are capable and motivated in making their own decisions; and where there is no requirement for a central coordination (Daniel Mamo, 2007). The contemporary leadership theorists focus on the three recently identified leadership styles that include transformational, transactional and Transformational leadership, on the other hand, refers to a leadership style in which the leader encourages his/her subordinates to achieve increasingly higher levels of performance for the sake of the organization goal achievement (Antonakis, et al., 2003). It is defined as "a style of leadership in which the leader identifies the needed change, creates a vision to guide the Change through inspiration, and executes the change with the commitment of the members of the Group (Antoniadis, et al., 2003).

Transformational leaders and those who follow it are change Oriented, and they are not creators of the status quo (Bass, et al., 2003). According to a recent study conducted by Berson, Shamir, Avolio, and Popper (2001), transformational leaders are able to generate and communicate a persuasive vision. Nguni, Slegers, and Denessen (2006) compared the effects of transformational and transactional (Barnett, Marsh, and Craven, 2005). Empirical researches on successful leadership reveals that people oriented leaders have most effect on the productivity of the organization (Harris, et al, 2003).

However, other researchers indicated that it is very difficult to find people who are always task-oriented or people-oriented. As result, leaders need to choose the right blend between to be effective in their roles.

2.5. The Importance of Leadership

Educational practitioners have recognized leadership as vitally important for education in situations, since it is the engine of survival for the in situations. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). Schermerhorn, Hunt and Osborn-in Oyeturanyi (2006) maintain that

leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunji (2006) posits that in an organization such as a school. The importance of leadership is reflected in every aspect of the school like

Instructional practices, academic achievement, students' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Shining the path and dominating the field in this direction, scholars and researchers like Mulline (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective.

This argument is further augmented by Sashkin and Sashkin (2003) who contends that leadership matters, because leader shall produce ambiguity and uncertainty in organizations. School leadership can be situated help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance.

2.5. Theories of Leadership

The understanding of leadership has developed and evolved over time. The following are reviews of where leadership has come from over the past 100 years (Cherry, 2013) and Covey (2007). 1900's: the "great man" theories – it's an innate ability; that is born to lead? Leadership studies historically went hand-in-hand with studies of elites: political, financial, military, aristocratic, or cultural elite. Leadership is considered an art, for which some fortunate people had an inbuilt genius; the rest of us could only engage in admiring post-game analyses. 1930's: group theory - how leadership emerges and develops in small groups. During the Depression, US social psychologists found in studying groups that democratic leadership was not only possible, it is more effective.

Thus a more egalitarian view of leadership evolved from the elitist (and, in today's view, sexist) "great Man" view. Unfortunately, research indicated that patterns of leadership behavior in small groups were not transferable to large group, or organization (Cherry, 2013-1920's -40's trait theory – what universal traits are common to all leaders.

Theory suggests that leaders are born, not made, and that a good leader has a set of specific traits. If other people could also be found with these traits, then they, too, could also become great

leaders (Steyn 2005). 1950's – 60's: behavior theory – what key behavioral patterns in leadership. Leaders can be made, rather than are born. Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually do. Unable to determine which particular behavior patterns consistently resulted in effective leadership, researchers then attempted to match behavior patterns that worked best in specific contexts or situations.

That line of research collapsed for practical reasons when people realized leaders would need to refer to decision trees or wheel charts to determine how to behave. Additionally, an infinite array of situations existed which researchers would be unable to study, so producing a definitive compendium matching behaviors with situations is impossible (Cherry, 2013). 1980's onward: excellence - what interaction of traits, behaviors, key situations, and group facilitation allows people to lead organizations to excellence? In the 1980's, having tried and discarded all of these fragmentary approaches, leadership researchers determined that "leadership is simply doing the right thing to achieve excellence. That means the researchers have to find out what the right thing is, so they set about researching excellent companies and developed lists of traits, behavior patterns, group facilitation strategies, and culture – shaping practices for would be leaders" (Cherry, 2013). Many authors mentioned different leadership evolution studies that made at different times.

These are Ohio state leadership styles and University of Michigan studies. Ohio state leadership styles: the leadership styles approach emerged from Ohio state university Leadership studies began in 1945, Luthens and Robbins as (cited in Northouse, 2007). While this study is responsible for a variety of significant findings on leadership, perhaps the most important contribution was the isolation of consideration and initiating structure as the basic dimension of leadership behaviors in formal organizations. University of Michigan studies: The University of Michigan followed in the middle of the 19th Century with an extensive study of leadership that resulted in many similar findings to the Ohio State studies (Warrick as cited in Northouse, 2007 and Emabet, 2011) and they investigated the relationship between supervisory behavior and employee productivity and satisfaction.

However, production centered supervisors spent less time in actual supervisory practices. Such as Planning, more time performing tasks, similar to those subordinates performed, used close supervision, and punished mistakes. Employees of production centered supervisors tended to feel as if they are treated only as instruments of production and responded with poor performance. In the earlier studies employee centered and production, centered supervisors are treated as if they

represented opposite ends of a single continuum. However, in later studies it is discovered that these two dimensions were independent and could occur simultaneously.

There are eight types of leadership theories (Cherry, 2013 and Covey, 2007). These are:

2.6.1. Early Theories

Great man theories or early theories assume that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term “Great Man” was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership (Northouse, 2007).

The earliest theories on leadership identified the leaders’ genetic disposition or personal trait as the key factor for determining the leadership effectiveness. Thus the title great man theories to begin with as cited in Embet Abera (2011) early theories held that leaders and followers are fundamentally different and that the leaders are more capable, possessing a set of personality traits that are of higher quality (Hughes et al as cited in Embet Abera, 2011), although the great man theory’s spawned significant amount of research, the eventual conclusion was that leaders and followers are not really fundamentally different. While more recent research early demonstrates that possessing particular personality traits generally helps leaders, be more successful, the diversity of successful leaders led to loss of support for the great man theory on the part of researchers (Hughes et al as cited in Embet Abera, 2011).

2.6.2. Trait Theories

Similar in some ways to Great man theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-confidence, and courage are all traits that could potentially be linked to great leaders. If particular traits are key features of leadership, then how do we explain people who possess? This question is one of the difficulties in using trait theories to explain leadership.

There are plenty of people who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership. It made sense to endeavor to distinguish the specific trait or characteristics that set apart leaders from their followers, since great man could be really identified.

Thus trait theories could have attempted to quantify leadership based on specific qualities or characteristics of leaders such as personality, motives, values or skills that differentiated them from their followers (Yukl, 2002). Thus successful leaders could be quickly assessed and put in to position of leadership, personality physical and mental characteristics were examined.

It is assumed that some people are natural leaders and are endowed with certain personality traits that are not possessed by ordinal people (Yukl, 2002). Much of the early research addressing the relationship between personality and leadership success was based on the trait theory approach (Hughes et al as cited in Emebet, 2011) Early leadership theories attributed leadership success to abilities such as tireless energy, extra ordinary, insight, and incredible persuasive powers. Gardner (1990) has proposed effective leaders possesses such traits as physical, vigor, eagerness to be given Responsibility, high intelligence, strong people skills, a need for achievement, self-confidence, the ability to motivate others honesty, assertiveness, courage, determination, good understanding of others, needs and desire, and the ability to be flexible.

The final attempts to identify set of traits for successful leaders“ became successful and seven Traits associated with effective leaders were identified. These are drive, desire to lead, Honesty In addition, integrity, self-confidence, intelligence, job – relevant knowledge, and extra version (Robbins and Coulter, 2005). However, this immense research effort has failed to identify any traits that Guarantee leadership success (Yukl, 2002).

2.6.3. Behavioral Theories

Behavioral theories of leadership are based up on the belief that great leaders are made, not born. According to this theory, people can learn to become leaders through teaching and observation. Studies that focus on leaders behavior attempt to determine what kind of thing successful leaders do, rather than examine how the perceptions that others hold toward leaders (Halipin and Winer, Two primary independent factors were identified as a result of these studies: consideration and initiation of structure.

The primary concept driving behavioral leadership studies is the idea that leadership is not necessarily an in born trait but rather effective leadership method can be thought to employees (Saal and Knight,1988) further broadening this research came with management“s focus on people oriented activities (consideration) along with task oriented activities (initiation of structure).

2.6.4. Situational Theories

Situational theories propose that leaders choose the best course of action based upon situational Variables, For Example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instance where group members are skilled experts, a democratic style would be more effective (Cherry, 2013); covey, 2007; Bolden, Gosling, J, Marturano, A, and Dennison, P, 2003).

2.6.5. Contingency Theories

Contingency theories of leadership focus on particular variables related to the environment that Might determine which particular style of leadership is best suited for the situation. According to This theory, no leadership style is best in all situations leadership theory expands as new concepts and perspectives are explored. The new theorists exemplify a more thorough understanding of the complex nature of leadership and base their findings on quantitative data, rather than simply on empirical observation (Yukl, 2002).

These theorists identified as significant Concept in leadership theory by acknowledging the importance of the interaction between leaders and followers tell as cited in Emabet (2011) recommended that the two main goal of leadership are to help a group select a common goal and then to guide the group to achieve the goal. He finds that where the task is highly structured, and the leader liked trust and powerful then the most effective leadership style is directive, task oriented style, similarly when the task is ambiguous and the leaders is in a weak position, then the same directive, task oriented style is the most effective. From this theory, it can be concluded that the best leadership style depends on the kind of task and needs as well as capacity of the leader.

2.6.6. Participative Theories

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members more relevant and committed to the decision making process. In participative theories, however, the leader retains the right to allow the input of others.

2.6.7. Management Theories

Management theories, also known as transaction al theories, focus on the role of supervision, Organization and group performance: These theories base leadership on a system of rewards and Punishments. Managerial theories are often used in business, when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories.

2.6.8. Relationship Theories

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

The above mentioned leadership theories imply that views of researchers had been changing From great man theories or early theories that assume the capacity for leadership is inherent –That great leaders are born not made to behavioral theories of leadership that are based upon the Belief that great leaders are made, not born and then ... to relationship theories that focus upon The connections formed between leaders and followers to make decisions on mutual accomplishment of goal by communication depending on the situation to use effective leadership style that leads the organization to the excellence.

2.6.9. Instructional and Transformational Leadership Theories

Instructional leadership and transformational leadership are the most regularly cited theories in education related literature (Robinson et al., 2008). Researchers have endorsed both of these theories as appropriate models of leadership for school principals.

Although there is some overlap between these theories, there are also distinct differences. These situations could confuse school leaders looking for the best model to improve the achievement of their students. Let's discuss their approaches and characteristics individually as well as contrasting them in detail.

2.6.9.1. Instructional Leadership Model

Instructional leadership focuses on the academic progress of students. These include the value of creating clear educational goals, planning the curriculum, and evaluating the quality of teachers and their teaching. This model infers that a principals' efforts should be concentrated on the promotion of better outcomes for students, and the importance of improving the quality of classroom teaching and learning (Day et al ., 2016). More specifically, Hallinger (2003) . conceptualized instructional leadership as involving three key goals: 1) defining the school's goals, 2) supervising the delivery of the curriculum, and 3) encouraging a positive school learning environment. Research on instructional leadership has concluded that instructional leadership can influence student achievement, primarily through improvements to teacher's work ing conditions

and school culture. These studies have concluded that it can have a more noticeable effect on student achievement than transformational leadership, primarily because it places more of an emphasis on the quality of teachers and their teaching.

2.5.9.2. Transformational Leadership Model

Transformational leadership focuses on establishing school culture and vision to enhance the quality of school teaching and learning, develop people, and improve the organization (Shatzer et al., 2014). Transformation schools principals identify and share school vision, lead and inspire others by example, create a culture of learning, and encourage staff members to undertake professional development. (Shatzer et al.). Noted that transformational leadership theory focuses on four key areas: 1) inspirational motivation, 2) individualized consideration, 3) idealized influence (charisma), and 4) intellectual stimulation. A greater emphasis on people has been shown to positively influence the school environment, teachers' attitude and satisfaction (Bogler, 2005; Griffith, 2004). So transformational leadership can strongly influence teachers. However many studies also concluded that these positive impacts have a much weaker effect on student achievement than instructional model.

2.6.10. Instructional versus transformational leadership Models

Instructional and transformational leadership differ in several key ways. Instructional leadership uses a top down approach where leaders are the predominant decision makers (Hallinger, 2003), while transformational leadership offers a more distributed or bottom up approach. An example of this distinction would be instructional leaders managing and rewarding their staff as they work toward a predetermined objective, whereas transformational leaders would involve their staff in the creation of a common vision, and inspire them to achieve it more independently. Secondly, instructional leadership prioritizes making changes with core curriculum, whereas transformational leaders use the shared vision they have created with their staff to support change and guide school reforms.

This paper will try to identify the practice to investigate the benefits of both instructional and transformational leadership styles and other approaches for contributing to student outcomes in the study area.

2.7. Measurement of School Performance

It is not adequate to discuss the effect of leadership on school performance without examining some indicators of school performance. These indicators help us to gain a better understanding of

the relationship therein. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of learner performance in class work, and national examinations. Teachers and learners or even principals of schools with the intention of positively transforming the academic culture of the school should aim to execute their tasks effectively. Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school's goals.

2.7.1. Autocratic Leadership and Performance

This part of the thesis examines the relationship between the autocratic leadership style and school performance in schools. Dubrin(1998) described autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. S/he is not bothered about attitudes of the staff towards a decision. S/he is rather concerned about getting the task done. S/he tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task- oriented Dubrin, (1998).

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and learners, for example, whose school principals employ the autocratic leadership style, remain insecure and afraid of the leadership authority

2.7.2. Democratic leadership and performance

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

2.7.3. Laissez-faire leadership and performance

The laissez-faire leadership style is sometimes called the free rein or individual-centered leadership style. This style makes the presence of the leader felt but gives workers freedom to

make individual or group decisions. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization.

The manager leads the organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.7.4. The Role of Principals in School Management and Performance

Successful implementation of these functions of the principals will depend on the form of leadership and leadership style, the principals adopt. In terms of the form of leadership, the principals can decide to distribute leadership to his deputies and How as well as by promoting teacher leadership by empowering his teachers. The principals manage tasks professionally, which include (Tekamura, 2008): setting achievable objectives for education; seizing new opportunities and coping with change; maintaining a committed staff and managing effective teams; developing an effective communication system; allocating and managing resources effectively; participating effectively; staff management, managing time effectively, and evaluating the school curriculum. Schools, as learning organizations, deserve to be led well and effectively. Principals need to be effective leaders if schools are to be good and effective. The principals should possess all good attributes of leaders and good quality leaders. Oyetunyi(2006) asserts that leadership matters because effective leaders make a difference in people,,s lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

2.7.5. The role of leadership on Student Academic Achievement

In practice, “role” is often taken to refer to a person’s position, accountabilities, duties and responsibilities (Rutherford, 2005). This brings about confusion in the sense that role; duty and responsibility seem to refer to the same thing. In this study, the term role refers to the head teachers’ responsibilities. In the school setting, teaching and learning is inherently the business of every individual in the school including teachers and students. The major criteria for appointing teachers to headship positions in African countries are based on exemplary classroom practice (Onguko, Mohammed & Webber, 2008).

The same is true in Ethiopia in that deputy head teachers as well as classroom teachers are appointed to the headship positions without any leadership training because they are declared capable of supervising and implementing curriculum at the school level (MOE, 2010). In addition, Tekeste (2006) state that principals are appointed on the basis of their teaching records rather than their leadership potential and there is rarely any form of leadership training. However, in some cases, appointments are relied upon qualifications like nepotism, tribalism, political inclination, cronyism, patronage and clannism (Bush & Jackson, 2002). The head teacher managerial duties in the Ethiopia context include; training of them and prepares for their duties, chairing staff meetings, secretary to the school management committee, budgeting, management of people and resources and liaising with the local education officers (MoE, 2018).

2.7.6. School Leadership Development in Ethiopia

Principal leadership 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.

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. In Ethiopian context the Ministry of Education MoE, as cited in Wudu, (2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions:

Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated; facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities; has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a

coordinated services; has to provide topics of instructional problems to different departments for discussion.

It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems, which are beyond the abilities of each department; checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation; comes up with suggestions that could facilitate the provision of staff development or in-service training programs, Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials.

The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well working methods by preparing short term trainings and experience programs at the school level with the view of helping them develop professionally and coordinates co-curricular activities together with parent teacher unity for the success of students educational activities performed in the class as well as outside the class different departments.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

A descriptive survey research design, which comprises quantitative methods, was used to conduct this research. Because it enables the researcher to get current information about the effect of principals leadership approaches to their students' academic achievement in Addis Ababa city administration kolfe keranio sub city of sample schools.

3.2. Population and Sample size

There are three government secondary schools in kolfe keranio sub city. This research comprises of three governmental secondary schools population to be sampled because they have closely related similarities in many aspects.. In these schools, the total number of principals, teachers and students are 12, 218 and 2260 respectively. The total number of principals, teachers and students in these selected secondary schools constitute the population of this study.

The samples are expected to be representatives. Accordingly, the sample size of principals, teacher and student participants was determined by using a sample size determination formula of Yamani:

$$N = \frac{N}{2 + Ne^2}$$

N - Designates total number of employees in kolfe keranio educational office of Yeman birihan cluster schools.

e – Designates maximum variability or margin of error 5% (0.05).

1 – Designates the probability of the event occurring.

The total population of 2260 students 218 teachers and 12 principals was covered in the cluster schools. So to determine the sample size of students and teachers using the formula the sample size was obtained as:

$$N = 2260$$

$$n = \frac{N}{2 + N(e)^2} = \frac{N}{2 + N(0.05)^2} = 174 \text{ students.}$$

Based on the formula by Yamane, 174 sample respondents among the total of 2260 students was taken as sample size. In the same manner 83 sample respondents among the total of 218 teachers was taken as sample size these respondents was selected through simple random sampling technique from their list and was fill out the questionnaire. The other population of the study is the front line principals who were expected to have sufficient knowledge about the instructional performance their teachers. Since their total number is smaller and manageable all of them was selected as participants through purposive sampling.

Respondents	Total Population			Sample taken as participant		
	Male	Female	Total	Male	Female	Total
Principals	11	1	12	11	1	12
Teachers	163	55	218	60	23	83
students:						
Yeman Birihan secondary G (9-10)			732			55
Qeranio secondary G (9-10)			931			70
G.Waqo Gutu secondary G (9-10)			651			49
Total			2260	61	73	174

A simple random and stratified sampling technique was also used to select students from the selected secondary schools. In this case, students were divided into two strata disaggregated by sex and in their grade level. The reason why only grade nine and ten students were selected is due to recently implemented reform (two years ago), all the then principals were replaced by the current ones and have no significant effect on those students academic achievement. Whereas the supervisors and principals of all the selected schools was chosen as a sample since their small size as well as the research topic concerns them primarily. Then based on the sample size determined above, the appropriate instruments were distributed.

3.3. Source of Data

3.3.1. The Primary Data Source

Primary information about the level of leadership information from principals themselves teachers and students of the cluster schools was obtained through questionnaire and interview was used to collect the appropriate data.

3.3.2. Secondary Data Source

The study was based on both primary and secondary sources. It started by secondary data analysis through the detailed review of related literature. To this end books, document analysis and the supervisor's clinical and administrative supervision feedbacks and its report analysis was reviewed.

Moreover, data on current reform of education policy implementation of the kolfe keranio education office, especially of the cluster schools from leadership approaches point was gathered using semi-structured interview format. Relevant additional documents were also analyzed.

3.4. Data Collection method and Instruments

3.4.1. Research approach

The study was employed mainly by qualitative and quantitative data collection tools. The relevant data was collected through, documentary analysis and questionnaires and observation checklist.

First the quantitative method was described by the standardized Likert scale questionnaires of different items in order to check principal-teacher- student interaction in relation to the practice of principal's leadership approaches with respect to student's academic achievement through teachers. Then the questionnaires were distributed to the respondents and data was collected, organized and analyzed well.

Then the qualitative method was employed to triangulate and support the data gathered through questionnaire. This method was preferred to describe the data that was collected from teachers and principals using and documentary analysis. the students academic achievement was collected

by referring to the past three years grade 12 national examination results and the classroom test results.

3.4.2. Data Collection Instruments

The study was used varied instruments to collect data on the same issue from the respondents was a step towards clarifying and validating the information obtained. Therefore, the researcher was employed three different types of data gathering instruments for this study. These are questionnaire, interview and document analysis.

3.4.2.1. Questionnaire

The researcher used questionnaire to gather different information and facts from the respondents on the issue related to the study. The questionnaire comprised of structured questions in the form of five point Likert-scale items based on scale from „“strongly agree”” to „“strongly disagree”” that enable the researcher to get relevant and consistent information about the studies. The questionnaire was prepared in English for teachers and principals.

The researcher collected information from two groups of respondents. Those are 12 school principals, 174 students and 83 teachers using two types of questionnaires consisted of close and open ended questions.

In this study, questionnaire was decided to be taken as instrument for two reasons. Primarily, the researcher believed that questionnaire better serves to collect rich data from different groups of sample respondents with in relatively short period. Secondly, and most importantly, it was a preferable data collection tool, which enabled to effectively collect data in a Planned and manageable ways from large population (Leady & Ormrod, 2005). Two versions of the survey questionnaires were used to collect data concerning leadership style practices perceptions from the school principals and teachers.

3.4.2.2. Document analysis

In order to find facts in the study area, the researcher analyzed different documents, such as students’ performance reports and records, staff meeting minutes and training manuals.

3.4.3. Data Analysis

The data analysis of the study was done in a way that its objectives demand. As much as possible, separate analysis for individual objectives was done. Demographic characteristics was

summarized using frequencies and percentages for all variables including age, sex, work experience, years on a current job/position and educational level,

Then the data obtained from principals, teachers and students through questionnaires (close and open ended) was examined using descriptive and statistical analysis methods. The quantitative data obtained from the selected secondary schools principals, teachers and students through the questionnaires was analyzed by using frequencies and percentages. The outcome of the study was reported using tables, graphs and percentages obtained from the quantitative numerical values assigned to the degree of agreement. The open ended questions were analyzed by percentages. Next deep analysis of the collected data through qualitative and quantitative methods was interpreted by triangulating them concurrently. Finally findings and conclusions was drawn and recommendation was given to the concerned bodies.

3.4.4. Ethical Considerations

In this study, efforts were made to make the research process professional and ethical. To this end, the researchers were explaining the purposes of the study to the participants of the study. Moreover, the participants were also being assured of confidentiality of responses provided. The informant consent document is prepared in rest language to avoid technical terminology and the participants were allowed to fill the form in order to get their agreement to participate in the study. The participant's consent to participate in the research were voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group was disadvantaged by being excluded from consideration.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter was organized into three major finding sections which comprised demographic characteristics of respondents; the response rate for questionnaires and description for close and open ended question of respondents. Finally based on the analyzed data it was provided the discussion and interpretation of results of the study.

4.1.1, Response Rate

Questionnaires were distributed 83 for teachers and 174 for students in the study area of selected schools. Consequently, all the questioners were distributed with strict follow ups of the researcher and all of the teachers responses were filled and returned back. Whereas 97.7 % (N=170) students responses were filled and returned back. The rest four questionnaires were not filled but returned back.

4.2. Demographic characteristics of respondents

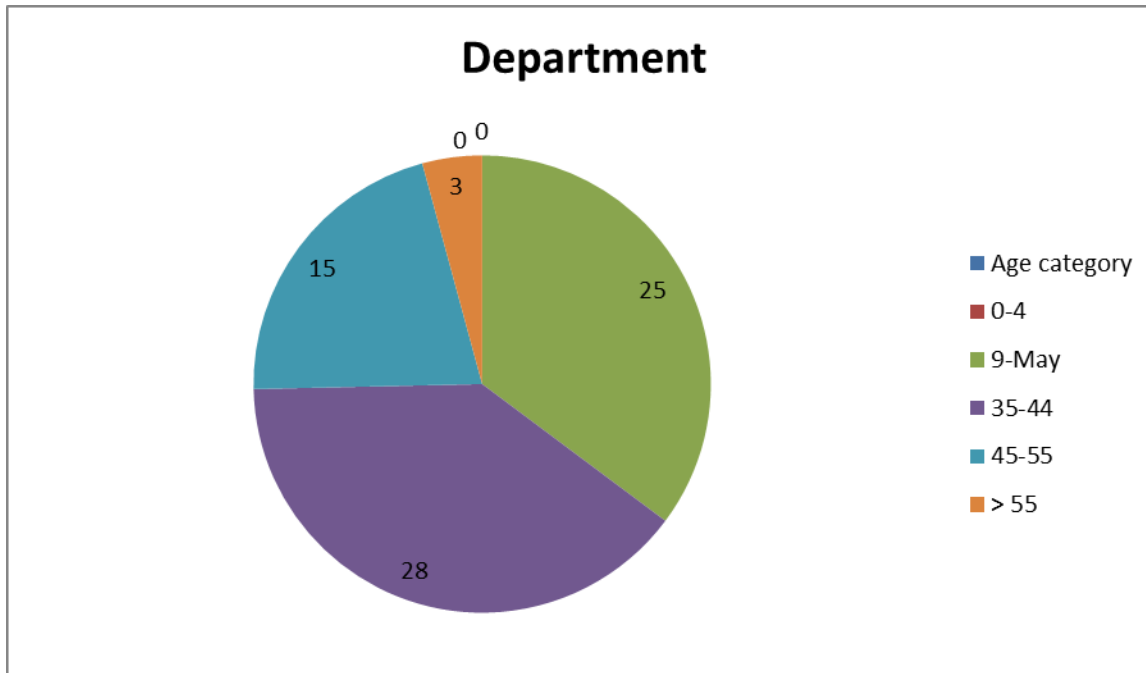
The first part of the questionnaire contained demographic information of the participants. Moreover, the questionnaire included only limited amount of information related to personal and professional characteristics of the respondents. Consequently, the following variables were summarized and described in table 4.1, figure 4.1 and 4.2. These are: gender, age, work experience in the schools and the highest educational level achieved by teachers and principals.

4.2.1. Age category of teacher’s respondents in terms of gender identity

Gender	Age category					Total	percent age
	< 25	25-34	35-44	45-55	> 55		
Male	0	25	28	15	3	61	73.5 %
Female	0	6	11	5		22	26.5 %
Total	0	31	39	20	3	83	100 %
	0%	37.3%	47%	24.1%	3.6%	100%	

Tab le 4.2.1. Age category of respondents in terms of gender identity

About 73.5% of the respondents were male and the remaining 26.5 % of the respondents were female. Regarding the age of the participants, most of the groups (46.99 % , 37.34 % ,21.4 % and 3.6 %) were found within, 35-44, 25-34 45-55 and > 55 of age category in the above data respectively. On the other hand, there were no respondent reported in less than 25 age category.



4.2.2. Educational qualifications of Teachers and Principals

Department	Educational qualification				Total	Percentage
	BA/BSC	Masters	Phd	If any		
Teachers	49	34			83	
Principals		9			9	
Total	49	43			92	

Table 4.2.2.Educational qualifications of Teachers and Principals

From the above data concerning the educational qualification of teachers and principals it was clearly indicated that 59 % of teachers are BA/BSc holders where as 41 % were qualified in masters /second degree. On the other hand all principal respondents had second degree /masters. However, the newly reformed and currently implemented Ethiopian educational policy road clearly stated that for the general secondary school (9-10) the educational qualification levels of teachers has to be second degree /masters. So the above data clearly shows that the adverse effect of not fulfilling the minimum requirement in the stated level of education.

4.2.3.The Work Experience of Respondents

Department	Work experience					Total	Percentage
	0-4	5-9	10-19	20-29	30 and >		
Teachers		11	41	29	2	83	
Principals			5	2	2	9	
Total		11	46	31	4	92	
Percentage							

Table .4.3.The Work Experience of Respondents

Work Experience

The above figure indicates that the majority (n=46, 55.4 %) of the respondents had been working in the profession for 10-19 years. Similarly, 31 (37.3%) and 4 (4.8 %) of them are working in the teaching profession for the year between 20 - 29 and 30 and > years, respectively. On the other hand, (n=11, 13.3 %) individuals indicated they had been working in the profession between 5 to 9 years. There were no teachers serving in between 0-4 years of experience. On an average this data indicates that the teachers of the cluster had more experience and are familiar with the work environment of the schools. Work experience can improves teacher’s confidence on their jobs.

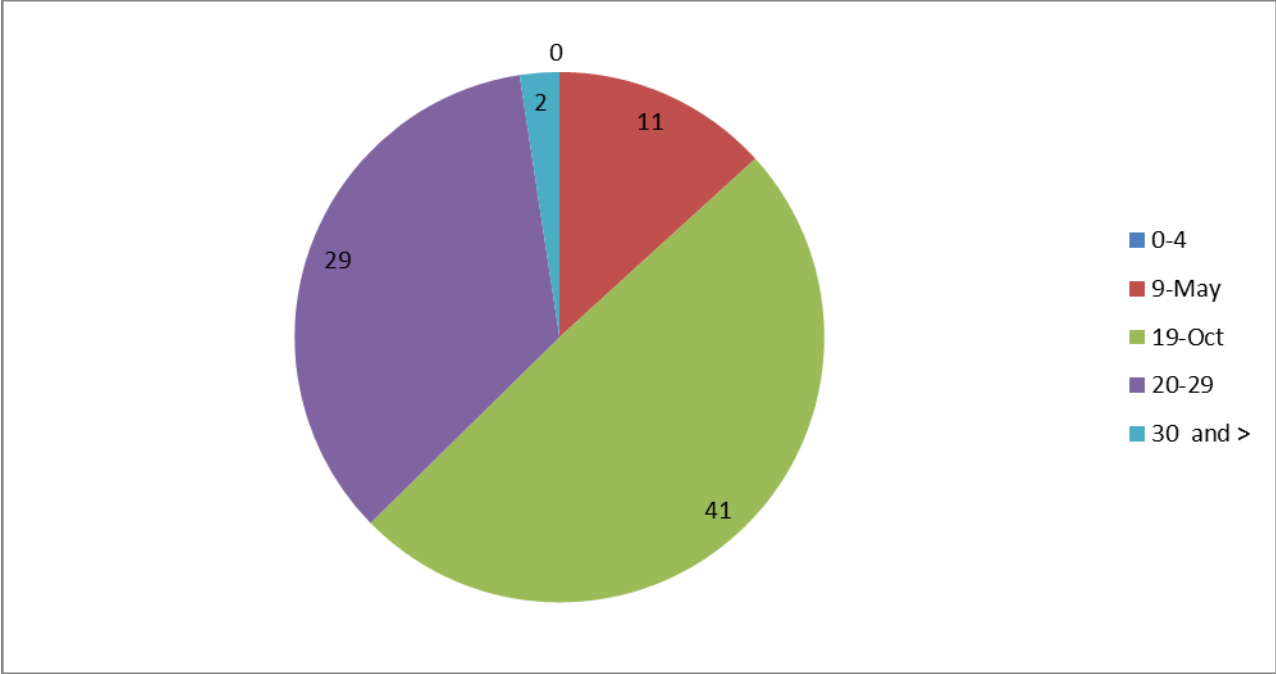


Chart of the Work Experience of Respondents

4.3. Data Presentation and Analysis

4.3.1. Response Rate of Teachers

4.3.1.1. The Practice /Level of Principals for Students’ Academic Achievement Rating

No	Items	5	%	4	%	3	%	2	%	1	%
1	My school principals’ ensure the instructional content taught is aligned with the national academic content standard.	8	9.6	22	26.5	48	57.8	3	3.6	2	2.4
2	My school principals’ ensure instructional practices to be effective and meets the needs of all students.	4	16.9	9	10.8	42	50.6	26	31.3	2	2.4
3	My school principals’ advocate for high levels of learning for all students, including students with special needs educational and students at-risk.	12	14.5	8	9.6	46	55.4	17	20.5		
4	My school principals’ promote relevant research to be conducted.	7	8.4	21	25.3	36	43.4	19	22.9		
5	Your School principals’ monitor the quality of teaching and learning programs	19	22.9	18	21.7	37	44.6	6	7.2	3	3.6

6	My school principals' promote highest results in national exams	11	13.3	35	42.2	21	25.3	5	6	1	1.2	
7	My school principals' promote achievement of student in school examinations and tests	10	12	37	44.6	19	22.9	13	15.7	4	4.8	
8	Your school principals' follow students' attendance and provide immediate feedback	20	24.1	25	30.1	23	27.7	12	14.5	3	3.6	
9	Your school principals' follow up on teachers' attendance and provide unbiased feedback	27	32.5	25	30.1	21	25.3	8	9.6	2	2.4	
5= Very High 4= High 3= Moderate 2=Low 1= Very Low												

Table. 4.3.1..1.The Practice /Level of Principals for Students' Academic Achievement Rating

About 57.8 % 26.5 % of the participants responded “Moderate” and “High” that their school principals ensure the instructional content taught is aligned with the national academic content standard. Similarly 50.6 % of participates responded “Moderate” about their school principals ensure instructional practices to be effective and meet the needs of all students. but large amount of study participants (33.7%) responded “Low” and “Very low” respectively that instructional practices were not effective in meeting the needs of all students.

The vast majority of participants (79.5 %), replied that their school principals advocate for high levels of learning for all students, including students with special needs educational and students at-risk.

In supporting to this idea, 80.8 % and 79.5 % of the respondents also replied from moderate to Very high for items of number “6” and “7” about their principals' practice in promoting higher results and achievement in school tests and national examination. Concerning whether or not principals monitor the quality of the instruction 89.2 % of respondents rated from moderate to Very high.

The majority of the respondents (81.9 % and 87.9 %) rated for the practice of principals to follow up students and teachers attendance as well as in providing immediate feedback respectively.

4.3.1.2. Principals role in providing instructional leadership

No	Items	5	%	4	%	3	%	2	%	1	%
1	My school principals actively work for provision of adequate school facilities that enable to facilitate the teaching learning process	4	4.8	9	10.8	39	47	26	31.3	5	6
2	My school principals continuously give constructive feedbacks that improves teacher's performance in teaching	1 5	18.1	21	25.3	31	37.3	12	14.5	4	4.8
3	My school principals encourage staff attendance at workshop, seminar and conference to update them on current issues	1 8	21.7	32	38.6	28	33.7	4	4.8	1	1.2
4	My school principals consider suggestion of teachers to improve academic achievement of students' in the school	5	6	9	10.8	11	13.3	36	43.4	1 2	14.5
5	My school principals skillfully arrange different programs and time tables that improve the instruction	1 1	13.3	31	37.3	29	34.9	9	10.8	3	3.6
6	My school principals make effective participatory decisions	1 0	12	15	18.1	18	21.7	31	37.3	9	10.8
7	My school principals rely mostly on power and authority in order to lead	1 3	15.7	35	42.2	11	13.3	16	19.8	8	9.6
8	Interactions are maintained through the provision of directives, conditions and rewards for the productive completion of work	1 4	16.9	21	25.3	23	27.7	16	19.3	1 0	12
9	My school principals establishes a link between regulations, expectations, performance, and reward in response from us	1 7	20.5	18	21.7	24	28.9	17	20.5	7	8.4
10	My school principals are action-oriented towards achieving the school's goals.	1 9	22.9	21	25.3	27	32.5	11	13.3	5	6
11	My school principals boost followers' scores by providing timely feedback and positive learning atmosphere	1 0	12	23	27.7	22	26.5	26	31.3	2	2.4
5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree											

Table 4.3.1.2.. Principals' role in providing instructional leadership

As indicated in table 4.3.2, for the question, my school principals actively work for provision of adequate school facilities that enable to facilitate the teaching learning process, 47 % of teachers responded “undecided”, 31.3 % of teachers responded “disagreed”,

As shown in table, 37.3 % of the participants could not decided that whether or not their principals give constructive feedbacks that improves teacher's performance in teaching.

25.3 % "teachers responded "agreed" by supporting the idea of item "2".

58.3 % of teachers responded "disagreed" meaning that their principals did not consider suggestion of teachers to improve academic achievement of students' in the school. 13.3 did not decide about the idea in item "4".

50.6% of teachers responded "agree" that their principals skillfully arrange different programs and time tables that improve the instruction. But 34.9 % of students responded "undecided".

The analysis of the data indicates that, 48.1 % of teachers responded "disagreed" that their principals do not make effective participatory decisions and 21.7 % of teachers responded "undecided" . In contrast to this, 30.1 % of teachers responded "agreed". in supporting the idea in item "6".

For question, whether or not their school principals rely mostly on power and authority in order to lead, 57.3 % of the participants were "agreed" and 13 % were replied "undecided". The rest responded "disagreed" .meaning that their principals did not rely on power and authority.

From the above table, 42.2 % of teachers responded "agreed" for the interactions between them and their principals were maintained through the provision of directives, conditions and rewards for the productive completion of work, and 27.7 % respondents undecided about the issue. The rest disagree about the interaction stated under item number "8".

In connection to the idea with that of item "8" 42.2 % of teachers responded "agreed" and "strongly agreed" meaning that their school principals established a link between regulations, expectations, performance, and reward in response from us But 28.9 % of the study participants were "undecided" and 28.9 % of students responded "strongly disagreed" and "disagreed" respectively. 37.7 % of teachers responded "agreed" that their principals encouraged them by providing timely feedback and created conducive environment for their high scores .on contrary to this 26.5 % of teachers responded "undecided" and 31.3 % of them "disagreed " as they did not given timely feedback for their better works.

4.3.2. Response Rate of Principals

4.3.2.1. Preferences of principals leadership styles regarding their decision making (democratic, autocratic and laissez faire)

No	Items	5	%	4	%	3	%	2	%	1	%	score
1	Teachers need to be supervised closely or are not likely to do their work	2	16.7	3	25	3	25	3	25	1	8.3	7.6
2	It is fair to say that most teachers in the general population are lazy	3	25	2	41.7	3	25	2	16.7	2	16.7	7.6
3	In complex situations, I should let teachers workout problems on their own		16.7	2	16.7	2	16.7	2	16.7	6	50	4.8
4	Teachers want to be a part of the decision making process			2	16.7	3	25	3	25	4	33.3	5.4
5	Providing guidance without pressure is the key to bring a good leadership			2	16.7	2	16.7	4	33.3	4	33.3	5.2
6	As a rule teachers must be given rewards or punishments in order to motivate them to achieve the school objectives	2	16.7	2	16.7	4	33.3	2	16.7	2	16.7	7.2
7	Leadership requires staying out of the way of teachers they do their work			1	8.3	3	25	2	16.7	6	50	4.6
8	Most teachers want frequent and supportive communication with principals			2	16.7	3	25	3	8.3	4	33.3	5.4
9	AS a rule, I should allow teachers to appraise			1	8.3	2	16.7	4	33.3	5	41.7	4.6
10	Most teachers feel secure about their work and need of direction			5	33.3	3	25	3	25	1	8.3	7.2
11	I need to help teachers accept responsibility for completing their work			2	16.7	2	16.7	3	25	5	41.7	5
12	I should give teachers complete freedom to solve problems on their own			2	16.7	2	16.7	2	16.7	6	50	4.8
13	In most situations teachers prefer little input from me.			2	16.7	1	8.3	4	33.3	5	41.7	4.8

14	It is my job to help teachers find their 'passion'	1	8.3	2	16.7	2	16.7	3	25	4	33.3	5.8
15	I am the chief judge for the achievements of the students than teachers	2	16.7	2	16.7	1	8.3	4	33.3	3	25	6.4
16	I believe that Effective principals give orders and clarify procedures	4	33.3	2	16.7	1	8.3	2	8.3	2	16.7	7.4
17	In general, it is best to leave teachers alone			2	16.7	2	16.7	3	25	5	41.7	5
18	Teachers are basically competent and if given a task can do a good job	2	16.7	2	33.3	1	8.3	5	41.7	2	16.7	6
5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree												

Table4.3.2.1.Preferences of principals leadership styles (democratic, autocratic and laissez faire)

About 66.7 % principals responded “strongly agree” and 41.7 % of 16.7 replied “agree” concerning their teachers need to be supervised closely to do their work properly.

From the total study participants, 58.3 % of 16.7 replied “strongly agree”, 41.7 % of 16.7 replied “agree” regarding their majority of teachers were not self initiated by themselves.

The respondents were also asked that in complex situations whether or not they should let teachers workout problems on their own. It was found that 25 % of principals replied “undecided”, and the rest 47.3 % of principals replied “strongly disagree” in providing freedom to solve it by their own. For the level of their preference their teachers want to be a part of the decision making process, the half of respondents, 50 % were replied “undecided” about it. whereas 41.7% and 8.3 % were responded “agree” and “strongly agree”, in their teachers partner in decision making.

For question presented in item “5” that providing guidance without pressure is the key to bring a good leadership 41.7 % and 8.3 % of principals responded that “agree” and “strongly agree” respectively. But the rest 50 % of principals replied “undecided”. Meaning they could not be able to agree or disagree on it.

As indicated the above table, 25 % and 75 % of all principals replied “agree” and “strongly agree” on that, as a rule teachers must be given rewards or punishments in order to motivate them to achieve the school objectives

Concerning the item asked about leadership requires staying out of the way of teachers so as they do their work 33.3 % of them replied “undecided”, 25 % of them replied “disagree” unlikely the rest, 16.7 % and 25 % replied “agree” and “strongly agree”.

On the contrary to item number “7” whether or not that most teachers want frequent and supportive communication with them, 33.3 and 50 of respondents replied “agree” and “strongly agree” respectively. But 8.3 of them replied “undecided”. The rest were disagreeing on it.

As indicated on the table above of item “10”, the majority of respondents 58.3 % and 33.3% revealed “agrees” and “strongly agree”.

In contrast to this 37.3 % of 16.7 revealed that large class size was not a series problem to practice active learning.

R.No	Items	3	%	2	%	1	%	0	%	Score
1	My principals believe team work is best when every one is involved in taking decisions	28	33.3	41	50	14	16.7			8.7
2	My principals are good at bringing out the best in my staff members	28	33.3	34	41.7	21	25			8.3
3	My principals can take on a leadership role when needed, but don't consider themselves as leaders					14	16.7	69	83.3	0.7
4	My principals are good at adapting to different situations	35	41.7	21	25	27	33.3			8.3
5	I think my principals allowed us to make mistakes in order to learn	21	25	14	16.7	47	50	1	8.3	6.3
6	My principals enjoy working on committees	21	25	35	41.7	14	16.7	13	16.7	7
7	I think the most important thing for my staff is the well-being of its members	35	41.7	28	33.3	14	16.7	6	8.3	8.3
8	My principals can see situations from many different perspectives	21	25	21	8.3	28	33.3	13	16.7	6.3
9	I don't mind how long discussions last, so long as we consider every angle	35	41.7	28	33.3	7	8.3	13	16.7	8
10	My principals are good at organizing school communities	28	33.3	21	25	21	25	13	16.7	7
11	I think all staff members should abide by formal decisions, so long as we follow proper procedures	35	41.7	21	25	21	25	6	8.3	8
12	I set myself high standards and expect others to do the same for themselves	34	41.7	35	41.7	14	16.7			9
13	I enjoy role-playing exercises	14	16.7	21	25	35	41.7	13	16.7	6.3
14	I love helping other people to develop	21	25	41	50	21	25			8

(Exactly like him (3), Much like him (2), A bit like him (1) and Not like him at all (0))

Concerning the respondents need into help their teachers to accept responsibility for completion of their tasks, all 25 % and 75 % of principals revealed “agree” and “strongly agree” respectively.

For the item that whether they should give teachers complete freedom to solve problems on their own or not half (50 %) of the respondents replied “disagree” on it. unlikely 25 % and 16.7 % of them “agree” and “strongly agree” respectively. in relation to supporting the above item more than half of respondents replied that their teachers were supported by them in most situations.

66.7 % and 16.7 % of principals believed that helping teachers find their ‘passion was their job.

Almost half of the respondents could not decide whether they were chief judge for the achievements of the students than teachers.

The vast majority of respondents (83.4 %) believed that in order to be effective orders and procedures kept to be respected. In general as shown in the table above of item “17” and “18”respondents clearly replied that teachers need not be left alone wit out their follow up and support.

4.3.2.1.1. Implication of Major Leadership Style Employed in the sampled secondary Schools in kolfe keranio sub city

Sum of the weighted mean of the responses’ for items 1, 2, 6, 10, 15 and 16 is $(7.6+7.6+7.2+7.2+6.4+7.4 = 43.4)$.That is Authocratic leadership

Sum of the weighted mean of the responses’ for items 4, 5, 8, 11, 14, and 18 is $5.4+5.2+5.4+5+5.4+5 = 32.8$.That is Democratic leadership

Sum of the weighted mean of the responses’ for items 3 7 9 12 13 and 17 is $4.8+4.6+4.6+4.8+4.8+5 = 23.8$.That is Laissez faire leadership

Atributes	Leadership styles by mean score		
	Democratic	laissez-faire	Autocratic
Principals	32.8	23.8	43.4

From the table above data revealed that majority of the principals of schools reported as they mostly used autocratic leadership style. Few principals of schools used laissez-faire leadership style and considerable amount used democratic leadership style.

From table above about the teacher’s preferences of principal’s leadership styles, 83.3% of them replied that believe team work is best when everyone involved in taking decisions.

For item 3 teachers replied that principals play leadership role when needed, but 83.3 % of them didn’t consider themselves as a leader not at all.

66.7% of respondents believed that their principals mostly adapted to different situations. But the rest 38.3% were unable to cope up with different environment..in a similar manner for item “8” 66.7% of respondents replied as their principals saw situations from different perspectives.

The majority of respondents (58.3 %) had not thought their principals to allow them learning by doing..the rest (41.7%) believed that teachers should make mistakes to learn.

The majority of respondents replied that their principals enjoyed working using committees. Almost 33.4% of them thought that their principals did not like to work with committees.

38.3 % and 41.7 % of respondents thought that their principals did not mind how long discussions, as long as they considered every angle of it. The rest 33.3 % of them thought that their principals limit their discussions in time bound.

58.3 % of respondents thought that their principals were good in organizing teachers .whereas 41.7 %of them had doubt on it.

For item number “11” 66.7 % of respondents thought that their principals believe as they should accept formal decisions, so long as they follow proper procedures.

83.7 %of the majority respondents thought that their principals had the habit of setting high standards and expect others to do in the same manner for themselves.

For items 4,6,12 and 14 the total scores were $8.3+7+9+8 = 32.3$ this indicate that the most preference of the leadership style is authoritative

For items 1,8,11 and 13 the total scores were $8.7+6.3+8+6.3 = 29.3$ this indicate that the preference of the leadership style is democratic

For items 2, 7 and 9 the total scores were $8.3+8.3+8 = 24.6$ this indicate that the preference of the leadership style is facilitative

For items 3, 5 and 14 the total scores were $0.7+6.3+8 = 14$ this indicate that the preference of the leadership style is situational.

4.3.2.2. Preferences of teachers on principals leadership styles in different situations (in terms of Authoritative, Democratic, Facilitative and Situational)

Attributes	Leadership styles by mean score			
	authoritative	Democratic	facilitative	situational
Teachers	32.3	29.3	24.6	14

Table 4.3.2.2. Preferences of teachers on principals leadership styles in different situations

In the same way to that of principals, the majority of the teachers stated that their principals used authoritative leadership style 42.1%. Next to it democratic Leadership Style (35.6 %) were used frequently. whereas facilitative (24.6) and situational (14) Leadership Styles were used respectively.

4.3.3. Response rate of Students

4.3.3.1. Perception of students about their school principals' leadership styles

No	Items	5	%	4	%	3	%	2	%	1	%
1	My school principals promote us to achieve highest results in national exams	67	39.4	43	25.3	35	20.6	20	11.8	5	2.9
2	My school principals reveal the library was filled with recent reference books and encourage us to use library regularly?	32	18.8	57	33.5	31	18.2	23	13.5	17	10
3	My school principals establish control in the classroom by emphasizing hierarchical relationships to retain discipline.	63	37.1	54	31.8	22	12.9	19	11.8	12	7.1
4	Students who complete the assigned tasks were rewarded by the teacher with appreciation.	29	17.1	21	12.4	32	18.8	52	30.6	36	21.2
5	We are expected to be more committed competent in the instructional activities by our school principals.	34	20	25	14.7	42	24.7	41	24.1	28	16.5
6	My school principals have an effect on our high expected results.	27	15.9	31	18.2	45	26.5	51	30	16	9.4
7	My school principals have a positive effect on our psychological empowerment.	32	18.8	30	17.6	48	28.2	34	20	26	15.3
5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree											

Table 4.3.3.1. Perception of students about their school principals' leadership styles

Regarding whether or not their school principals promoted them to achieve highest results in school and national exams, 25.3 % and 39.4 % of them indicated their response as “agree” and “strongly agree” respectively.

For items that their school principals reveal the library was filled with recent reference books and encourage us to use library regularly, 33.5% and 18.8 % of them indicated their response as “agree” and “strongly agree”. But the rest 18.2 % of them enabled to decide on it.

31.8 % and 37.1% of students responded “agree” and “strongly agree” respectively whether their school principals established control in the classroom by emphasizing hierarchical relationships to retain discipline. And 18.3 % of them replied as “disagree” and “strongly disagree” .the rest 12.9 % could not able to decide on it,

Concerning their school principals expectations of them to be more committed competent in the instructional activities, 24.1 % and 16.5 % of student respondents revealed “disagree” and “strongly disagree” respectively and significant amount (24.7%) , could not able to decide the level of their agreement. The rest 14.7% and 20 % of them replied as “agree” and “strongly agree” respectively.

Majority of students respondents (26.5 %) could not decided on whether their school principals had an effect on their high expected results or not .and 39.4 % of them replied “strongly disagree” and “disagree” about their principals expectations. the rest 34.1 % of them showed their level of agreement positively.

Regarding the positive effect of their principals on their psychological empowerment, most students respondents (28.3 %) could not decided on whether their school principals had an effect on their positive psychological empowerment or not .and 20 % and 15.3 % of them replied “strongly disagree” and “disagree” about their principals expectations. The rest 17.6 % and 18.8 % of them replied “agree” and “strongly agree”..

4.3.4. Analysis of Observation check list

On table shown below which contained observation checklist about documents needed in relation to academic achievement of students. In this case, related documents in different 3 secondary schools of kolfe keranio sub city of Yeman birihan secondary school, Keranio secondary school and General Waqo-gutu secondary schools were thoroughly analyzed using the checklist by grouping the issues under well organized, organized and not well organized.

	Items	Well Organized	Organized	Not well organized
1	Documents which show support provided for students to promote with highest result in grade 12 national exams.		X	
2	Strategic plan that encompasses ways for students success			X
3	Documents that show classroom observation made by the school leaders and feedback given for teachers on academic issues for best achievement of students result.			X

4	Do the school have written predetermined task description and job specification for each activity related to leaders and other post at each level?			X
5	School leaders and documents to rate students' academic progress in using regular checklist in each class?		X	
6	Schools have minutes for the reference of discussion on the regular base concerning different academic issues ?		X	
7	Well-organized school rosters which clearly show students class exam results from the year of establishment in grade and sections.		X	

Table 4.3.4. Observation check list analysis

Depending on these criteria, no document shows well organized issues in relation to students' academic achievement. Through used checklist the support provided for students to score the highest national exam result was measured in poor, in relation to library reference books filled and how well students' use it regularly was also seen in detail. So, it was seen that some related reference books were bought and seen on the shelf but libraries have no e-books and the document in the library shows students were not use in regular basis. Related to whether strategic plan encompasses ways for student success, in most schools no plan was seen and in schools those prepared the plans did not include bold issues for students' success. In addition, using the checklist there were no such a well organized document seen that, whether the classroom observation was made by the school principals and feedback given for teachers on academic issues for best achievement of students' result. In general, from the checklist it was concluded that the activities to be accomplished for academic achievement of students in secondary schools of kolfe keranio sub city needs conceptual, technical and human skills improvement

4.3.5. Document Analysis of Students Academic Result

Analysis of Grade 12 National Examination In kolfy keraniyo sub city of Yeman birihan Cluster Government Secondary Schools from 2014 EC-2016 EC (data taken from kolfe keraniyo education office)

School Name	2014 EC				2015 EC				2016 EC			
	Students seat for exam	pass	Failed	% Of students who pass	Students seat for exam	pass	Failed	% Of students who pass	Students seat for exam	pass	Failed	% Of students who pass
keraniyo	452	20	432	4.42	540	29	511	5.37	608	59	550	9.54
Yemane birihan	338	16	322	4.73	413	14	399	3.39	417	34	383	8.15
G/Waqa Gutu	136	6	130	4.41	270 ⁴³	17	253	6.3	253	18	235	7.11
total	976	42	884	4.3	1223	60	1163	4.9	1278	111	1168	8.68

Table 4.3.5. Students three last consecutive years grade 12 national examination result in those sample schools (source: kolfe keranio sub city education office).

In the table above the three recent consecutive year's grade 12 national examination results analyzed as follows. In the year 2014 in Qeranio secondary school 452 candidates were st for the examination. But only 4.42% of them got the passing point. Similarly in Yeman biriha and G/Waqa Gutu secondary schools 4.73 % and 4.41 % were passed to the next higher level educational program. totally in those three sample schools of year 2014 their average passing rate was 4.3 % which is far more than the expected result. In the same manner in years 2015 and 2016 the result was also very far away from the expected standard except for minimal increment seen with respect to the year 2014.

To sum up the total average passing rate of those candidates in the all sample schools analysis shows only 5.96 were passed to the next level.

This indicates that lack of inappropriately employed leadership brought poor class room instructional management in implying low students academic achievements.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Chapter Overview

This chapter presents the summary of the objectives of the study, conclusions and the recommendations based on the findings of the study.

5.2. Summary of Findings

The purpose of this study was to assess the implications of school principals leadership in promoting students' academic achievement in secondary schools of kolfe keranio sub city, yeman birihan cluster. and to come up with remedial solutions in order to promote students' academic achievement. To this end, descriptive survey research design was adopted to carry out the study. In order to solve problems mentioned above, the following basic questions were raised in the study:

5.2.1. The perceptions of teachers and students towards their principals' leadership styles

Teachers and students perceive that their school principals in the study were not capable to discharge their duties and responsibilities to promote students' academic achievement school principals were not effective enough since the performance fail in moderate. Majority of respondents agreed as school principals ensure that the instructional content that is taught was not aligned with the national academic content standard, the document analysis clearly indicates that the two years students grade 12 national examination pass rate was only less than 4% out of the total population who sat for .school leaders advocate for high levels of learning for all students, including students with special educational needs and students at-risk, school leaders promote relevant research and following on students' attendance were rated at low rate. And the rest items on the also failed under moderate level were found as expected at the school level. From the observation checklist it was seen that different activities to be organized for best academic achievement of students were not given due attention. So, most school leaders were not capability enough to effectively lead issues related to qualified most student academic achievement. So the teachers and students need appropriate leadership styles that suit them than the currently employed.

5.2.2. The extent school principal's leadership styles preferences exercised to promote student academic achievement

Overall, most of principals of the schools in the study area were autocratic.. The age, academic qualification and job experience of the principals of schools, however, found to be a critical factor in influencing the leadership style they employed.

Therefore the study results revealed that every principal had a unique style of leadership to counter the nature of the work situation. most of the principals of schools, who participated in this study, were between 30 up to 45 years of age.

The study inferred that principals of the sample schools intended to become more autocratic with an increased age, professional maturity and experience. The different challenges they have faced enforced them to use varied leadership as head of schools. Because the individual difference between the staff members made them to apply varied style of leadership in different degree of frequency for different situations.

The findings revealed that there was a high stable trend for autocratic leadership style on teachers. This showed that there was pressure on teachers to produce results, demand to attain classes, insistence to complete the syllabus, close monitoring of teachers to attain results and much concentration to fulfillment of short term goals.

5.2.3. Relationship between principals' leadership styles and student academic performance in secondary schools of the study area.

The study found out that School principals' effectiveness in working cooperatively with staff for solving problems and making participatory decisions and provision of Continuous assistance to give constructive feedbacks that improves teachers' performance in teaching was moderate and insufficient. The finding also shows that the teachers stated that their principals used authoritative leadership style (42.1 %) than democratic Leadership Style (35.6 %).This shows that the principals 'inability to handle the need and differences of all the staff members.

The finding also showed that most students did not believe that their principals promote them to achieve highest results in national exams and did not have an effect on our high expected results. More over it was found that the three years class room tests were in good performance and that of grade 12 national examination results were very low as compared to the national standards. These contradicting ideas signals that the classroom tests given on hands and control of teachers and the schools were not prepared keeping the standards expected at the national level.

Those inefficiencies mentioned above clearly indicates that the inappropriately applied leadership styles of principals brought the poor instructional delivery by the teachers in consequence with low achievement of students performance research findings also showed that principals have crucial role in improving teachers performance in order to affect students performance to maximize their academic achievement.

In order to the make more effective school leadership on academic achievement of students' in those secondary schools of the study areas principals need to identify and categorize their teachers and students needs and preferences .the inevitability the individual difference between them was also a high concern to overcome the challenge encounter in leading. so the school principals are expected to choose which leadership style/s best suits on what conditions and circumstances to employ them need the knowledge, skills and attitude of the principals. And with these capabilities principals had to fill their gaps with the necessary knowledge ,skill and attitudes in employing the appropriate leadership style/s suitable conditions and situations to influence teachers and students awareness, managing staff relationships, effective communication among the school leaders and teachers, leading continuous change, care and rules and balancing personal and group preferences.

5.3. Conclusions

It is obvious that the leadership styles of school principals significantly influence student's academic achievement, primarily through indirect pathways by shaping the school environment, teachers' effectiveness and instructional quality. Despite the fact that the schools in the study area scored very low performance of their students' academic result, this achievement was the consequence of principals' poor leadership style which is boldly autocratic. So for the betterment of students' academic performance, the following key implications are concluded.

- Autocratic leadership is the most widely used style in the study area. This style has a negative impact on student's academic performance. It focuses on procedure rule and exchange of reward or punishment for meeting basic expectations. It is more of management oriented than leadership. This leadership style implies for students' achievement in that it has limited impact on deep learning that means it does little to inspire innovation, collaboration or go beyond minimum standards. It mostly focuses on compliance rather than commitment. Generally, it is demotivating and insufficient alone for deriving significant academic improvement.
- Laissez-faire or avoidant leadership was also widely employed in those study areas. Since this style is characterized by providing little direction, support or feedback, it also avoids decision making and responsibility. Teachers feel unsupported and this leads to frustration and disengagement. Generally, this style was strongly associated with low teachers' morale, ineffective instruction, and poor student's achievement.
- The result indicated that principals in the study area widely used the autocratic (transactional and Laissez-faire or avoidant leadership) which have a negative effect for the situation manifested in the area. This in turn made to score low students' academic achievement that was scored below 5% passing rate for joining higher education. So principals need to adapt their leadership approach to the specific needs of their school context while maintaining a core focus on learning and relationships.
- The study also showed that the better student academic performance in the selected secondary schools might be well helped by principals. The study concluded that; the way principals involve students in academic presentation has a significant effect on students' performance in the study area. This indicates that principals have to involve

students in participating them instructional decision of the schools. This has great influence in enhancing students academic performance.

- The finding concluded that the way principals communicate with teaching staff has a significant effect on student's academic performance in selected secondary schools of the study area. This shows that principals' good relation with students through by well informing on what to learn and how to learn it to enhance their performance. On another hand, the researcher concluded that Principals' delegation of duty to a significant effect on student's academic performance in those secondary schools of study areas.

5.4 . Recommendations

The following were the recommendations for the study

(i) From the study's findings, the laissez- faire style of head of schools was found to have a low effect on school performance in secondary schools of the study areas. It was accordingly recommended that principals of the schools review their use of mixed leadership styles to cope up with the varied needs and preferences of the staff members to enhance the student's academic performances.

Most recent conceptions of educational leadership indicate that there is a move away from autocratic leadership styles to a more instructional and transformative mode of decision making in schools. This needs great attention in ensuring that decision-making takes place at the bottom up level to maximize the academic performance of the students..

(ii) This study has established that school performance and in particular students' academic excellence in secondary schools in the study areas was not as well positively related to the democratic leadership style sufficiently to improve students' performance. It was therefore recommended that the principals of the schools in particular be encouraged to increase the use of the varied and suitable style of leadership in the management to improve their academic attainment.

(iii) The office of kolfe keranio education has to use the findings to formulate training program for principals of the schools of the study areas. These programmers' need to focus on to use most importantly on instructional, transformational, democratic and distributed leadership styles to improve students' academic performance in the study area than autocratic and liaises-faire leadership styles due to the nature, conditions and situations widely happened in the study area.

5.5 Recommendation for Further Study

The following areas were suggested for further study:

This study was conducted in kolfe keranio sub city targeting on some selected secondary schools.

It is suggested that a similar study need to conduct in other areas to see what is taking place on leadership styles in relation to students' academic performance.

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APPENDIX

QUESTIONNAIRE TO BE FILLED BY TEACHERS

Researcher: Solomon Eshetu

Research Topic:- The Implication of school principals Leadership style on students academic achievement in kolfe keranio sub city education office Yeman birihan cluster schools.

Dear Respondent:

I would like to express my appreciation for your generous time, honest and prompt responses.

Objective:

This questionnaire is designed to collect data about **The Implication of school principals Leadership style on student's academic achievement** in some selected schools. The information that you offer me with this questionnaire will be used as a primary data in the research which I am conducting. Therefore, this research is to be evaluated in terms of its contribution to our understanding in implementing leadership styles and its contribution to improvements in the student's academic achievement

General Instructions

No need of writing your name.

- In all cases where answer options are available please tick (√) in the appropriate box.
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

Section one: Participant General Information

1. Sex: male Female
2. Which of the following age categories describes you?
 Less than 25 25-34 35-44 45-54 55 and above
3. Number of years you have worked for the organization (in years)
 0-4 5-9 10-19 20-30 30 and above
4. Educational qualification:

- technical school graduate
- College diploma
- BA/BSC
- Masters Degree
- PhD
- If any other (please state) -----

1.6. Training attended relevant to School leadership:

- 1-2 week
- 3-4 week
- 1-3 month
- More than 3 months
- Did not take at all

Part I. The practice /level of principals for Student Academic Achievement

A. The practice /level of principals for students’ Academic Achievement Rating (By teachers)

Direction 4: The following statements show the practice /level of principals’ for the betterment of students out come in education. Please indicate the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item. The numbers indicate:

5= Very High 4= High 3= Moderate 2=Low 1= Very Low

N	Items	5	4	3	2	1
0						
1	You school principals’ ensure the instructional content taught is aligned with the national academic content standard.					
2	Your school principals’ ensure instructional practices to be effective and meets the needs of all students.					
3	Your school principals’ advocate for high levels of learning for all students, including students with special needs educational and students at-risk.					
4	Your school principals’ promote relevant research.					
5	Your School leaders’ monitor the quality of teaching and learning programs					
6	Your school principals’ promote highest results in national exams					
7	Your school principals’ promote achievement of student in school examinations and tests					
8	Your school principals’ follow students’ attendance and provide immediate feedback					
9	Your school principals’ follow up on teachers’ attendance and provide unbiased feedback					

If others -----

Part II: Principals role in providing instructional leadership (for teachers)

No	Items	5	4	3	2	1
1	My school principals actively work for provision of adequate school facilities that enable to facilitate the teaching learning process					
2	My school principals actively work for provision of adequate school facilities that enable to facilitate the teaching learning process					
3	My school principals continuously give constructive feedbacks that improves teacher's performance in teaching					
4	My school principals encourage staff attendance at workshop, seminar and conference to update them on current issues					
5	My school principals consider suggestion of teachers to improve academic achievement of students' in the school					
6	My school principals skillfully arrange different programs and time tables that improve the instruction					
7	My school principals make effective participatory decisions					
8	My school principals rely mostly on power and authority in order to lead					
9	Interactions are maintained through the provision of directives, conditions and rewards for the productive completion of work					
10	My school principals establishes a link between regulations, expectations, performance, and reward in response from followers					
11	My school principals are action-oriented towards achieving the organization's goals.					
12	My school principals boost followers' scores by providing timely feedback and positive learning atmosphere					
5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree						

If others _____

QUESTIONNAIRE TO BE FILLED BY PRINCIPALS

Researcher: Solomon Eshetu

Research Topic:- The Implication of school principals Leadership style on students academic achievement in kolfe keranio sub city education office Yeman birihan cluster schools.

Dear Respondent:

I would like to express my appreciation for your generous time, honest and prompt responses.

Objective:

This questionnaire is designed to collect data about **The Implication of school principals Leadership style on student's academic achievement** in some selected schools. The information that you offer me with this questionnaire will be used as a primary data in the research which I am conducting. Therefore, this research is to be evaluated in terms of its contribution to our understanding in implementing leadership styles and its contribution to improvements in the student's academic achievement

General Instructions

No need of writing your name.

- In all cases where answer options are available please tick (✓) in the appropriate box.
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

Section one: Participant General Information

1. Sex: male Female
2. Which of the following age categories describes you?
 Less than 25 25-34 35-44 45-54 55 and above
3. Number of years you have worked for the organization (in years)
 0-4 5-9 10-19 20-30 30 and above
4. Educational qualification:
 technical school graduate College diploma
 BA/BSC Masters Degree PhD If any other (please state) -----

1.6. Training attended relevant to School leadership:

1-2 week 3-4 week 1-3 month More than 3 months Did not take at all

Part I II; Preferences of principals leadership styles (democratic, autocratic and laissez faire)

Direction 5: The following statements show the preferences of Principals' Leadership styles.

Please indicate the extent to which each statement characterizes your school by putting tick mark (✓) in one of the boxes against each item. (By principals)

5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No	Items	5	4	3	2	1
1	Teachers need to be supervised closely or are not likely to do their work					
2	It is fair to say that most teachers in the general population are lazy					
3	In complex situations, I should let teachers workout problems on their own					
4	Teachers want to be a part of the decision making process					
5	Providing guidance without pressure is the key to bring a good leadership					
6	As a rule teachers must be given rewards or punishments in order to motivate them to achieve the school objectives					
7	Leadership requires staying out of the way of teachers they do their work					
8	Most teachers want frequent and supportive communication with principals					
9	AS a rule, leaders should allow teachers to appraise					
10	Most teachers feel secure about their work and need of direction					
11	I need to help teachers accept responsibility for completing their work					
12	I should give teachers complete freedom to solve problems on their own					
13	In most situations teachers prefer little input from the me.					
14	It is my job to help teachers find their 'passion'					
15	I am the chief judge for the achievements of the students than teachers					
16	I believe that Effective principals give orders and clarify procedures					
17	In general, it is best to leave teachers alone					
18	Teachers are basically competent and if given a task will do a good job					
5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree						

R.No	Items	3	%	2	%	1	%	0	%	Score
1	My principals believe team work is best when everyone involved in taking decisions									
2	My principals are good at bringing out the best in my staff members									
3	My principals can take on a leadership role when needed, but don't consider themselves a 'leader'									

4.3.2.2. Preferences of teachers on principals leadership styles in different situations (in terms of Authoritative, Democratic, Facilitative and Situational)

4	My principals are good at adapting to different situations																			
5	I think My principals allowed us to make mistakes in order to learn																			
6	My principals enjoy working on committees																			
7	I think the most important thing for my staff is the well-being of its members																			
8	My principals can see situations from many different perspectives																			
9	I don't mind how long discussions last, so long as we consider every angle																			
10	My principals are good at organizing school communities																			
11	I think all staff members should abide by formal decisions, so long as we follow proper procedures																			
12	I set myself high standards and expect others to do the same for themselves																			
13	I enjoy role-playing exercises																			
14	I love helping other people to develop																			
(Exactly like him (3), Much like him (2), A bit like him (1) and Not him at all (0))																				

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaire for Secondary School Students

The main purpose of this questionnaire is to collect relevant data regarding school leadership implication in secondary schools of Kolfe keranio sub city. The data obtained, were only used for research purpose. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

Part I: General Information and Personal

Date: -----

1. Sex _____ **2. Age** _____ **3. Grade level** _____

No	Items	5	4	3	2	1
1	Do your principals promote you to achieve highest results in national exams					
2	Do your school principals reveals the library was filled with recent reference books and encourage you to use library regularly?					
3	My school principals establish control in the classroom by emphasizing hierarchical relationships to retain discipline.					
4	Students who complete the assigned tasks will be rewarded by the teacher with appreciation.					
5	We are expected to be more committed competent in the instructional activities by our school principals.					
6	My school principals have an effect on our high expected results.					
7	My school principals have a positive effect on our psychological empowerment.					
5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree						

Observation check list

No	Items	Well Organized	Organized	Not well organized
1	Documents which show support provided for students to promote with highest results in grade 12 national exams			
2	Documents which show support provided for students to promote with highest results in grade 10 national exams			
3	Strategic plan that encompasses ways for student			

	success?			
4	Documents that show classroom observation made by the school leaders and feedback given for teachers on academic issues for best achievement of students result			
5	Do the schools have written predetermined task description and job specification for each activity related to leaders and other post at each level?			
6	School record and documents to rate students' academic progress in using regular check list in each class?			
7	Schools have minutes for the reference of discussion on the regular base concerning different academic issues?			
8	Well-organized school rosters which clearly show students class exam results from the year of establishment in grade and sections			