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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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MANAGEMENT**

**THE PERCEPTION OF STAKEHOLDERS ABOUT THE CONTRIBUTION OF
LEADERSHIP ON STUDENTS' ACADEMIC ACHIEVEMENT IN
GOVERNMENT PRIMARY SCHOOLS OF GULELE SUB CITY**

BY

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DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged

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Addis Ababa University
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**The perception of stakeholders about the contribution of leadership on
students' academic achievement in Government Primary Schools of
Gulele Sub City**

BY

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Acronyms and Abbreviation

ESDP	Education Sector Development Program
ETP	Education and Training Policy
FGD	Focus Group Discussion
GEQIP	General Education Improvement Program
MOE	Ministry of Education
WEO	Woreda Education Official
SES	socio economic status
SEO	sub-city Educational official
SPSS	Statistical Package for the Social Sciences

ABSTRACT

The purpose of this study was to evaluate the perception of stakeholders about the contribution of leadership on students' academic achievement in Primary schools of Gulelle sub city. The study employed a descriptive survey research design and mixed research methods. Data for the study were collected through questionnaires, interviews, and document analyses. Questionnaires were prepared and administered to 288 teachers, 65 students, 16 parents selected by using simple random sampling techniques and 48 leaders and supervisors. All principals and supervisors were interviewed and the analyses of necessary documents were made in all sample primary schools. The data collected were analyzed by using percentages, means and weighted means and an independent sample t-test used by computing the data on SPSS version 26. The data gathered through open ended questions, interviews and document analyses were analyzed qualitatively through narration for the purpose of triangulation. Finally, the findings of the study were echoed in another study which found that leaders achievement high expectations have direct and indirect positive effects on students learning through the building of primary school at significance level which is learning through work with staff and leadership capacity that has merely focus on teaching and learning subsequently indirect affects students' motivation, behavior, engagement, learning and achievement. Finally, the study regression result regarding to leader implementation on effective educational leadership found positively affecting students' academic achievement was perceived by stakeholders at 5% significant level.

CHAPTER ONE

1. Introduction

1.1. Backgrounds of the Study

The role of leadership in the effectiveness of an educational institution is indispensable. A leader plays a pivotal role in shaping the destiny of a school, right from goal setting to the goal accomplishment. The presence of leadership is an essential prerequisite for goal setting, goal accomplishment and school effectiveness (Cheng and Townsend, 2017).

As a result, Louis et al. (2010) conducted the research on educational leadership and its key contributions to student learning. The aim of Louis work was to understand leadership influences on student learning, that is, what successful leaders do, and how they affect student learning. With this understanding, educational policy and practice can be developed to support effective educational leadership behaviors, and consequently, heighten student achievement (Helms, 2012). The authors also noted that three lenses of leadership are necessary at the school site: collective (the sum of influence by all stakeholders towards goals); shared (Teachers and Principals work together to lead); and, distributed (people doing specific things) leadership. educational leader has to continuously and simultaneously view the school site through these three lenses to positively impact Student learning (Handford &Leithwood, 2013).

These findings on distributed leadership supported earlier research work including Leithwood et.al. (2004); and Murphy (2005), all of whom noted distributed leadership was important to the success of the principal leader. In reviewing the leadership behaviors of effective leaders, what they do and how they do it, there are many facets to being successful. Successful leadership behaviors include instructional leadership and instructional management, referred to as leadership for learning, an encompassing shared and transformational leadership (Handford & Leithwood, 2013).

Meanwhile, people have perceived leadership as critical to the success of any organization or endeavor in general; but more recently leadership has been determined to be important to the effective functioning of schools in particular (Helms, 2012). So, the importance of school leadership as a component of student Academic Achievement is gaining increasing attention

(Leithwood, et.al. 2004). Gamage (2009b) also note that school systems around the globe are focusing on student achievements empowering school leaders along with curriculum and accountability frameworks. Improvements in student achievements are recognized as the foremost objective of educational leadership (Oketch & Rolleston, 2007).

However, in low-income countries with inadequate state capacity, the highest demand for knowledgeable and skillful human power comes from the state itself (Das, Biswas, & Roy, 2015; Hickey & Hossain, 2019). Various low-income countries lack the human capital to educational leadership at the state level is critical (Oketch & Rolleston, 2007; Osuji, 2011). In this sense, the provision of educational leadership has implications for quality of student schooling effort. When Harding and Stasavage (2014) stated “in an environment of weak state capacity, democracy may prompt the government to increase education access, but not capacitating educational leadership” (p. 230). In one way or another, educational leadership fail due to politics is affecting the attainment of educational goals (Ekpiken & Ifere, 2015; Hickey & Hossain, 2019).

Whereas, as Ethiopia Under ESDP IV two main goals were identified. The first was to improve access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia. The other was to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher-level human resources (MoE, 2010). What the missing point from various literature previously appeared is there is no any of educational leadership scenarios have developed neither of ESDP I or IV.

Besides, the World Bank (2018) also reported that student achievement at the primary school level was and also high school graduates lack the necessary skills to join the world of work. Similarly, student result in the 2019 National Learning Assessment (NLA) also echoes the prevalence of students’ low academic achievement pass grade eight ministry examinations found Attached to educational leadership in one way or another (NLA,2019 cited in Yusuf, 2020). Unsympathetically coming to the theme, the current study is standing from previous thought to evaluate the perception of stakeholders about the contribution of leadership on students’ academic achievement in Primary Schools of Gulele Sub City.

1.2. Statements of the Problem

Underpinning of researcher standing to conduct the current study relay on critics among the major persistent education-related challenges that Ethiopia has been facing, over the years, is the issue of quality education. Following the formulation of Education and Training Policy (MOE,1994), the Ethiopian government has taken different measures to alleviate those educational problems and remarkable changes have been exhibited in education expansion. According to Ministry of Education (MoE, 2010), the efforts made to strengthen professional skills of school principals and the school improvement process which has been in place is part of the endeavor to looking for the solutions of education quality problems.

In other hand, the relationship between principals' effectiveness and students' academic achievement is debatable. There have been inconsistent findings in the studies on how school leadership is related to students' academic achievement. It is not denied that there are some studies on the reasons for poor student achievement have resulted in different finding portrayed ineffectiveness of school leadership (Legesse, 2018; Tesfaye, 2019; Yirga, 2019) and problem of political interventions on school leaders (Tekest, 2016, Dawit, 2018).

Similarly, various intervention mechanisms such as student-centered and continuous assessment were established, in-service principals and teachers training was provided, and instructional satellite TV programs were beamed to improve student achievement (MoE, 2015). However, student achievement in these years have not improved as per the goals of GEQIP and educational interventions (MOE, 2018).

Despite all the efforts made the question of contributions of school leadership on the students' academic achievement and how it perceived by stakeholder is still not clearly figured out in primary School level. Because, Part of the failure to achieve balance could be attributed to the perceptions of various stakeholders of the head teacher's role. These perceptions may influence the head teachers or school leaders in their time allocation to the two main roles that are teaching and learning which is attracting student academic achievement. Likewise, the insufficient findings in this academic gap have prompted the researchers to conduct a study and to evaluate the perception of stakeholders about the contribution of leadership on students' academic achievement in Primary Schools of Gulele Sub City.

1.3. Research Questions

The following research questions are presented below;

1. What is the perception of stakeholders (teachers, students, PTA) about students' academic achievement in Primary Schools of Gulele Sub City?
2. What is the perception of stakeholders (teachers, students, PTA) about school leadership effectiveness (both capacities and qualities) of Primary Schools of Gulele Sub City?
3. What is the perception of stakeholders (teachers, students, PTA) about the contribution of leadership and its effect on students' academic achievement in Primary Schools of Gulele Sub City?

1.4. Objectives of the Study

1.4.1 General Objective

The main objective of this study is to evaluate the perception of stakeholders about the contribution of leadership on students' academic achievement in Primary Schools of Gulele Sub City of Addis Ababa, Ethiopia.

1.4.2 Specific Objective

The specific objectives of the study are:

1. To evaluate the perception of stakeholders about the contribution of leadership Primary Schools of Gulele Sub City
2. To explore the perception of stakeholders about students' academic achievement in Primary Schools of Gulele Sub City;
3. To evaluate the perception of stakeholders about school leadership effectiveness (both capacities and qualities) of Primary Schools of Gulele Sub City;
4. To examine the perception of stakeholders about the contribution of leadership and its effect on students' academic achievement in Primary Schools of Gulele Sub City.

1.5. Significance of the Study

The purpose of the study was to investigate stakeholders' perceptions of the contributions of leadership on student Academic Achievement. The study may initiate students, teachers and educational leaders of low passing rate scorer schools to assess their school problems as well as school leaders' problem and take remedial actions on their work. The study may contribute to the improvement of quality education by initiating educational leaders' effectiveness' on students' academic achievement and initiate other researchers to conduct further studies around the topic.

This could be achieved by documenting the information gathered from various education stakeholders and presenting it where it could be accessed by various interested people in the education sector. Through the findings of this study, head teachers would be able to understand how they can balance the two roles in their responsibilities for the purpose of promoting teaching and learning. Similarly, the findings are likely to inform of educational leadership and management courses as well as the Institute's professional development programs for educational leaders on head teacher's roles in this context from which important lessons can be drawn. This is by availing and sharing the findings of the study to head teachers through different forums like the leadership training, workshops, and in the government's archives where accessibility would be possible.

The study could also inform trainers of educational leaders on issues they need to equip the head teachers about, so as to make them effective educational leaders. This could lead to change in educational policies on the appointment and preparation of primary school leaders.

Finally, this study is a valuable contribution to the already existing body of knowledge on stakeholders' perceptions about contributions of the leadership role in teaching and learning, particularly in this context student Achievement, not much research has been done in this area.

1.6. Scope of the Study

The study is delimited to Addis Ababa city administration of Gulele Sub city government primary schools because due to the constraint of time and other resources to cover out of Addis Ababa .The study also delimited to student's parent, school supervisor, school leaders, School teacher and student to examine the stakeholders perceptions about the contribution of leaders to

student's academic result. Because of above reasons, it is very important to note that these delimitations had insignificant interference with the outcome of the study.

1.7 Limitation of the study

It is clear that research work cannot be totally free from limitations due to this fact, the researcher faced with the following difficulties in the course of the study, firstly ,due to managerial work load and other duties in the school, there were shortages of times to do work in full effort and to complete the work. Secondly, there was lack cooperation by some primary school principals and teachers to fill out and return the questionnaires on time. Thirdly, absence of related documents and literature in the area of study inhibited the research activities to a certain extent .

1.8. Definition of Key Terms

Stakeholders: Refers to all those who have a role in the activities of the school. Further a stakeholder is one that has a direct or indirect interest in an organization (World bank, 2019).

Perception: - Perception is an awareness, interpretation, or view; perceptions of one's work environment can control their performance (Davis et al., 2005)

School leaders: - Refers to instructional leaders namely: supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of teaching learning and management (MoE, 2015).

Student Academic achievement: -is the extent to which a student, teacher or institution has achieved their short or long-term educational goal, commonly measured through examination or continuous assessment (MoE, 2010).

1.9 Organization of the Study

The study is organized in five chapters. The first chapter deals with the introductory part of the study. Here, the background of the study, Statement of the problem, Research questions, Objective of the study, Significance of the study, Organization of the study, and Scope and limitation of the study are included.

Discussion on the related literature is covered in chapter two. Here different theories applicable to the study, empirical review and theoretical framework are presented. In the third chapter, the research design and methodology are presented. Under this chapter the study setting, the research design, population and sampling procedures, sources of data, method of data collection, method of data analysis are discussed separately. And also chapter four presents about the results of the study and chapter five presents about recommendation and conclusion of the study.

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

The purpose of this chapter is to provide a summary of existing literature related to perceived educational leadership contributions to students' academic achievement in primary School.

2.2. Theoretical concept of Leadership

Leithwood and Riehl cited in Wossenu (2001) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school.

Therefore, educational 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 (Poloncic, Melissa, 2016).

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 (Poloncic & Melissa, 2016). depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. Subsequent to this, leadership also the act of identifying important goals,

motivating and enabling others to devote themselves and necessary resources to achievement (McQuire, 2001).

Educational leaders are those persons, occupying various roles in the school, who provide and exert influence and direction in order to accomplish the school's 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 school's primary focus and ultimately the students' achievement (Witziers, Bosker, & Kruger, 2003).

2.3. Educational stakeholders

According to Freeman (1984), stakeholders are those individuals, or groups of individuals, that are affected by organizational objectives, or such individuals that can affect the outcomes of organizational policies and objectives. To some scholars, stakeholders are those individuals that can affect the outcomes of a particular organizational policy or objective (Crosby, 1992; Mason and Mitroff, 1981; Walt, 1994). Brugha and Varvasovszky (2000) defined stakeholders as persons or groups with conferred interests, who can likely steer the direction of an organization's projects or policies. Stakeholders may be internal or external (Stefl and Tucker, 1994), known or unknown (Kingdon, 1995) and they can be active or inactive (Brugha and Varvasovszky, 2000). In education, the term "stakeholders" refers to individuals that are greatly concerned about, and have vested interests in, the education sector (Adebayo, 2013). Their main motive is to see to the progress and welfare of school systems by ensuring that schools produce high-quality graduates with the capacity of accomplishing personal, social, governmental or organizational objectives (Schlechty, 2001). Education stakeholders could include head-teachers, teachers, parents, community members, parent-teacher associations (PTAs), non-governmental organizations, school management committees, elected officials, students and boards of governors. Stakeholder participation in the management of government affairs is currently recognized all over the world. Governments today are constantly involving various actors with the aim of sharing power and influence (Geurtz and Van, 2010). Education is not an exception in this area. In sum, national education is no longer just the responsibility of any government alone. As such, stakeholder involvement in education opens doors to achieving a number of objectives, including attaining quality

2.4. 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, 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, Muhammed & Webber, 2008; Mbiti, 2007; Bush & Oduro, 2006), their seniority and teaching experience (Oduro, 2003).

This, according to the Teachers service commission (TSC, 2007) policy on identification, selection, appointment, deployment and training of heads of post primary institutions enables them to supervise curriculum organization and implementation. For example, in Ethiopia, 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 based on dubious qualifications like nepotism, tribalism, political inclination, cronyism, patronage and clanism (Bush & Jackson, 2002). The head teacher managerial duties in the Ethiopia context include; training of monitors and prefects 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).

Although one of the roles of the head teacher is teaching, most head teachers complain they cannot combine the administrative role and that of being a professional leader (Flath, 1989; Fullan, 1991; Fink & Resnick, 2001; Broadhead et al, 1996). This could be because, like me, they were appointed to the school leadership role with no leadership training (Kitavi & Van der Westhuizen, 1997; Bush & Oduro, 2006; Onguko et al. 2008; Otunga, et al, 2008).

Olembo, Wanga and Kiragu (1992) identify the roles of the head teacher in Kenya to include supervision of teaching and learning which entails working closely with teachers to establish

problems and needs of students, building strong group morale and securing effective teamwork among teachers. While Okumbe (1987) in his research on effectiveness of supervision and inspection identified the roles of the head teacher in Kenya to include; Observation of classes, holding conference with teachers, developing syllabi and lessons plans.

He adds, head teachers also need to help teachers gain an understanding of the latest trends and development in education and teaching and plan orientation or induction of new teacher

2.5 Students' Role as stakeholder

The main goal of school-family-community connections in creating partnerships for children's learning is to create a culture of success- one that enhances learning experiences and competencies across home and school as partnerships means shared goals, contributions and accountability in among partners. The idea can be further elaborated in that the benefits of school, family and community partnerships for students involve them in academic achievement, social and emotional learning (Patrikakoui et al, 2005). Consequently, students should have their own roles in the school leadership (Ruge, 2003). Thus, they must join and serve the school partnership in high schools. Other members on the school partnership team value the students' ideas for and reactions to plan for partnerships. In elementary, middle and high schools, students are the main actors in their own education. Even if they are not members of partnership team in primary schools, the students play key roles in conducting family and community involvement activities. Students deliver message from school to home and home to school. Students often interpret and explain notes and memos to parents. They are also leaders in discussions with parents about homework, report cards, schools events and problems, they may have at schools.

Therefore, students at all grade levels should be well informed about the goals of the partnership teams and have input to each other activities to involve their families. Only with student involvement and support will programs of school, family and community partnership succeed (Epstein, 2002). Principals in their leadership, therefore, should have skills, attitudes, beliefs and behaviors, and should play their own roles towards students' involvement in the process of creating school-family-community partnersh

2.6. The controversial issue School leadership

However convincing and well referenced these evidences could be, such consideration has not always been the case. Indeed, academic research has long debated – and is still debating – about the relative role of school and family characteristics as determinants of student achievement. In the Equality of Educational Opportunity Study, (Leithwood & Riehl, 2004), indicate that student performance was explained by such factors as students' family background and the characteristics of other students in the school; differences among schools – on the other hand – bore little relationship with student results.

This milestone study led to a substantial body of literature investigating the role of the family socioeconomic status and other student characteristics in determining student results (Witziers, Bosker, & Kruger, 2003). Although the researchers use different definitions of the variable “Socioeconomic Status” (SES) and the operationalization of such definitions affects the strength of the relationship, the positive association between family background and student achievement is generally accepted as a fact.

The underlying conventional wisdom beneath these studies can be summarized in the title of a famous piece by (Poloncić & Melissa, 2016), “Education cannot compensate for society”. However, if the latter were the case, the school could do very little to “raising and leveling the bar” of knowledge, especially for those individuals coming from lower socioeconomic backgrounds. Hence, the school could not be a means for improving social equity, i.e., for granting equality of opportunities to all the individuals, regardless of their social conditions.

The awareness of such problem served as stimuli for investigating the causes of such assessments and the possibility of developing strategies for improving such dubious results. This section will first investigate the research – developed mostly in the field of SI that supports the claim that “leadership matters”. Then, it will present some key results attaining to body of literature that investigates the limits to these studies and a finds negligible role of leadership on student achievement no substantial role of educational leadership for influencing student achievement (Bezzina, Vidoni, Paletta, 2007).

The expression is taken from Canadian Research Institute for Social Policy, University of New Brunswick. For further details refer to: Raising and Levelling the Bar: Avenues that could bring

results useful for bringing closer the two positions (analyzed in depth in the following section (Poloncic & Melissa, 2016), supports this claim and suggests that transformational leadership is mostly effective within a strong professional community.

Moreover, the more distributed the leadership is throughout the school community, in particular to teachers, the better the performance of that school in terms of student outcomes (Witziers, et, al., 2003). The existence of distributed leadership is especially crucial in case of shocks that can leave the school without its leader. To this respect, McMahon indicates that headteachers' departure could be followed by an unstable period of leadership detrimental to teacher cohesion and student results (Marzano, 2003)

2.7. Knowledge, Skills and The Instructional Leader

The principal as an instructional leader should also be a practicing trained teacher. For example, in the United Kingdom, most principals spend an average of 20 percent of their time in a week on teaching (Weindling, 1990). Evidently, instructional leadership is not given much emphasis. Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training on leadership in general, lack of time, increased paperwork, and the community's perception of the principal's role as that of a manager (Flath, 1989; Fullan, 1991).

This is similar to the case in Kenya where the head teacher has a lot of paper work. Instructional leaders need to know what is going on in the classroom; take the opportunity 'to walk the factory floor'. Many a time, principals are not in touch with what is going on at the classroom level and are unable to appreciate some of the problems teachers and students encounter. The tendency is to address instructional issues from the perspective of their past experience when they were teachers (Okumbe, 1987).

Principals need to work closely with students and teachers, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions. Also, a teaching principal strengthens the belief that "the sole purpose of the school is to serve the educational needs of students" (Harden, 1988, p. 88). Similarly, Whitaker (1997) identified four skills essential for instructional leaders. First, they need to be resource providers. It is not enough for principals to know the strengths and

weaknesses of them faculty but also recognize that teachers desire to be acknowledged and appreciated for a job well done.

From the Ethiopia context it has always been the duty of the principal to ensure that teachers are comfortable by providing the necessary resources for teaching. Further, from experience, a principal encourages teachers and congratulates them for the job well done through giving them and even verbal appreciation and in some cases written commendations. This motivates them to teach and produce good results (Tekeste, 2016).

Secondly, they need to be an instructional resource. Teachers expect their principals to be resources for information on current trends and effective instructional practices. Instructional leaders should be tuned-in to issues relating to curriculum, effective pedagogical strategies and assessment. Having served as a head teacher, I can attest that in some cases teachers expect the head teacher to provide this information and will ask about the new trends in teaching which have come from the ministry (Legesse, 2018).

Thirdly, they need to be good communicators. Effective instructional leaders need to communicate essential beliefs regarding learning such as the conviction that all children can learn and no child should be left behind. In the Ethiopian context it is the responsibility of the head teacher to communicate to the teachers and the students on all that pertains to teaching and learning in the school. Finally, they need to create a visible presence. Leading the instructional programme of a school means a commitment to living and breathing a vision of success in teaching and learning. This includes focusing on learning objectives, modeling behaviors of learning, and designing programmes and activities on instruction.

This is because various educational stakeholders believe that once you are trained as a teacher you will always be in a position to understand all that pertains to teaching. The most affected, from my experience, are the novice teachers as they are assigned classes, provided with resources and are left struggle without knowing how to deal with issues or even some topics in the classroom. Further, the planning of the curriculum in Ethiopian context is done nationally while the implementation is done at the classroom level hence the need for the head teacher to understand and play the role as the instructional leader in the implementation in the school level. While it is generally held that the principal is both manager-administrator and instructional

leader in many countries, principals tend to be more of manager-administrators than instructional leaders. The latter role is often delegated to the assistant principal (Tesfaye, 2019).

Even then, the label ‘instructional leader’ is seldom assigned to any one person but is assumed to be the responsibility of all teachers. Nonetheless, it is interesting to note that the trend is towards insisting that the principal assumes the prominent role of an instructional leader because the manager-administrator role tends to be prominent (Phillips 2009: p98). It would be a formidable task convincing principal to relinquish their image as manager-administrator and take on the role of instructional leader as well.

Generally, principals do not see themselves as instructional leaders and many are of the belief that anything that has to do with teaching and learning is best assigned to teachers. In some cases, principals feel inadequate to initiate and develop instructional programmes given the assortment of subject areas taught with each having its own pedagogical uniqueness (Jenkins,2009). Despite these apprehensions, proponents of the idea that the principal should be an instructional leader is gaining serious attention and so the principal needs to have up-to-date knowledge on three areas of education, namely; curriculum, instruction and assessment (DuFour,2002).

Having up to date knowledge on the curriculum requires the principal to know about the changing conceptions of curriculum, educational philosophies and beliefs, knowledge specialization and fragmentation, curricular sources and conflict, curriculum evaluation and improvement. Further, with regard to instruction, principals need to know about different models of teaching, the theoretical reasons for adopting a particular teaching model, the pedagogy of the internet and the theories underlying the technology-based learning environment.

As for assessment, principals need to know about the principles of student assessment, assessment procedures with emphasis on alternative assessment methods and assessment that aim to improve rather than prove student learning. Furthermore, with the growing importance of technology in schools, principals also need to be equipped with the knowledge of technology integration in teaching and learning in the classroom (Phillips, 1996). Increasingly, principals are looked upon as leaders who will inspire teachers to adopt innovative pedagogies in the classroom.

For effective teaching and learning as instructional leaders, head teachers need to work closely with the teachers, developing teaching techniques and methods as per the curriculum. In addition, the head teacher needs to collaborate with all stakeholders in developing and advancing the mission and vision of the school. It follows that principals are responsible for ensuring that teachers adapt relevant teaching and learning strategies and use them effectively in their classrooms. As such, a school principal in Africa should be a professionally trained teacher who has experience in classroom instruction.

In addition, the head teacher needs professional development to be up to date so as to help the teachers. These qualities place the head teachers in positions of instructional leaders, who should provide counsel and even suggest innovative development in matters of teaching and learning in their schools (Ssekamwa, 2001). Besides having knowledge in the core areas of education, the principal must possess certain skills to carry out the tasks of an instructional leader. These skills are; interpersonal skills, planning skills, instructional observation skills, skills in research and evaluation (Lashway, 2002). Interpersonal or people skills are essential for the success of being a principal. These are skills that inspire and maintain trust, spur motivation, give empowerment and enhance collegiality.

Relationships are built on trust and tasks are accomplished through motivation and empowerment where in teachers are involved in planning, designing and evaluating instructional programs. Empowerment leads to ownership and commitment as teachers identify problems and design strategies themselves without having to rush to the head teacher as they are capable enough to assist the learners appropriately. Collegiality promotes sharing, cooperation and collaboration, in which both the principal and teachers talk about teaching and learning (Brewer,2001).

Planning begins with clear identification of goals or vision to work towards as well as induce commitment and enthusiasm. Secondly is to assess what changes need to occur and which may be accomplished by asking the people involved to act, reading documents and observing what is going on. For example, the head teacher as an instructional leader, needs to communicate clearly the vision and mission of the school as one which is concerned with student performance. By observing instruction (supervision), the principal should aim at providing teachers with feedback

to consider and reflect upon, allow teachers to take their own judgment and reach their own conclusions (Okumbe, 1987).

2.8. The Comprehensive Assessment of Leadership for Learning

CALL Halverson and Kelley (2010) is an online formative assessment and feedback system designed to measure distributed leadership for learning practices in middle and high schools. Distributed leadership assumes that leadership tasks flow through schools and may be addressed by multiple formal or informal leaders, including the principal. CALL addresses the following five domains: (a) focus on learning, (b) monitoring teaching and learning, (c) building nested learning communities, (d) acquiring and allocating resources, and (e) maintaining a safe and effective learning environment. CALL includes several survey items about special education programs in schools, educational equity, and access to resources for students with disabilities. The survey is administered school wide to all instructional staff and administrators, and it provides principals and other school-level leaders with feedback about the distribution of leadership in schools.

2.9. Communication Behavior of the educational leaders

Leading a school with high expectations and academic achievement for all students usually requires robust connections to external communities. There is a substantial research base that has reported positive relationships between family involvement and social and academic benefits for students (Henderson & Mapp, 2002). A study of standards-based reform practices, for instance, found that teacher outreach to parents of low-performing students was related to improved student achievement (Westatand Policy Studies Associates, 2001). Similarly, schools with well-defined parent partnership programs show achievement gains over schools with less robust partnerships (Shaver & Walls, 1998). Learning-centered leaders play a key role in both establishing and supporting parental involvement and community partnerships.

Leaders develop, utilize, and maintain systems of exchange among the members of schools and with external communities. In studying school change, Loucks, Bauchner, Crandal, Schmidt, and Eisman (1982) found that —principals played major communication roles, both with and among school staff, and with others in the district and in the community. Learning-centered leaders communicate unambiguously to all the stakeholders and constituencies both inside and outside

the school about the high standards of student performance (Knapp et al., 2003; Leithwood& Montgomery, 1982). Leaders communicate regularly and through multiple channels with families and community members, including businesses, social service agencies, and faith-based organizations (Garibaldi, 1993; Marzano et al., 2005). Through ongoing communication, schools and communities serve as resources for one another that inform, promote, and link key institutions in support of student academic and social learning.

2.10. Planning Behavior of Educational leaders

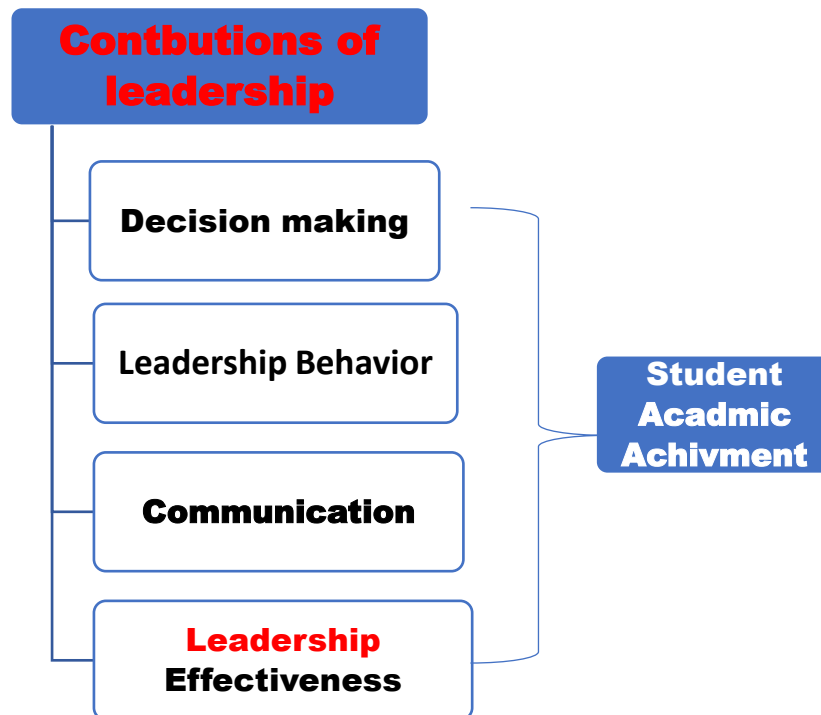
Planning as articulating a shared direction and coherent policies, practices, and procedures for realizing high standards of student performance. Planning helps leadership focus resources, tasks, and people. Learning-centered leaders do not see planning as a ritual or overly bureaucratic. They engage in planning as a mechanism to realize the core components of schools. Effective principals are highly skilled planners, and they are proactive in their planning work (Leithwood& Montgomery, 1982).

Planning is needed in each of the core components; it is an engine of school improvement that builds a common purpose and shared culture (Goldring&Hausman, 2001; Teddlie, Stringfield, Wimpleberg, & Kirby, 1989). After planning, leaders implement; they put into practice the activities necessary to realize high standards for student performance. In a comprehensive review of the research on implementation of curriculum and instruction, Fullan and Pomfret (1977) concluded that —implementation is not simply an extension of planning.

Effective leaders take the initiative to implement and are proactive in pursuing their school goals (Manasse, 1985). Learning-centered leaders are directly involved in implementing policies and practices that further the core components in their schools (Knapp et al., 2003). For example, effective leaders implement joint planning time for teachers and other structures as mechanisms to develop a culture of learning and professional behavior (Murphy, 2005). Similarly, leaders implement programs that build productive parent and community relations to achieve connections to external communities (Leithwood&Jantzi, 2005).

2.11. Conceptual Framework

The achievement of students from school over a given period of time depends so much on the impact of various perceived leadership behavior. These perceptions of leadership behavior contribute to students' academic achievement. This conceptual framework highlights the complexity of perceived leaders' behavioral contribution to the achievement of students' academy; most of these independent variables are interrelated and contribute each other.



CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. The Research Design

The study was used explanatory research Design. Therefore, explanatory research Design is believed to be appropriate for this study as it consists of casual relationship between variable study, behavioral real events which are not possible to control and contemporary and complex social phenomenon whose boundary is not clear (sing, 2006).

For undertaking this research, according to Gabrielian, et, al. (2008) it stated that on Explanatory survey method as an overall approach for its ability to incorporate different methods and techniques in the collection and analysis of data that focuses on the various issues of the study for explanation in a scientific way and phenomena. Moreover, discovering regularities in explanatory research design is to evaluate the perception of stakeholders about the contribution of leadership on students' academic achievement in Primary Schools of Gulele Sub City of Addis Ababa, Ethiopia.

3.2. Research Approach

This research Approach was organized using mixed methods, which in triangulation research method which is help to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under objectives. The quantitative method involves the use of structured and semi-structured questionnaire while qualitative would include the use of personal interviews with the sampled subjects selected for this research. According to Mouton & Marais (2001), identified about Quantitative methods are most often used when the motives for research are evaluated. The quantitative method refers to the collection of data using numbers, counts and measures of things and qualitative research basically involves the use of words, picture description and narratives. In other hand, Kothari (2004) was asserted that in qualitative research, it aimed to understand how people live, how they talk, how they behave and what captivates or distress them.

The most effective evaluation research is one that combines qualitative and quantitative components, making statistical comparisons is useful and so is gaining an in depth understanding of the processes producing the observed results or preventing the expected results from appearing. It was for this sake that; this research design was chosen in order to evaluate the perception of stakeholders about the contribution of leadership on students' academic achievement in Primary Schools of Gulele Sub City of Addis Ababa, Ethiopia.

3.3. Study Population, Sample Design and Sample Techniques

Target population as all the members of the real set of people, Parent's, teachers, supervisor's and department heads in Gulele sub city.

3.3.1. The target population of this study

Principals, Parent's, teachers, supervisor's and department heads are population of the study ,so there are 20 primary schools 10 wereda,571 teacher 5 department heads 20 supervisors 100 principals and 1632 students. 40 student parents are involved on the students.

3.3.2. Sample size and sampling Techniques

3.3.2.1. Sample size

To determine the number of teachers the formula set by (KOTHARI, 2004) was use and conduct as follows by considering the level of acceptance margins of error at 5%. Therefore, the sample size is If $N < 10,000$ then the sample size but to get n , Where,

- n , is the desired sample size
- N , is the size of the population Since p is actually what we are trying to estimate, then what value we should assign to it. One method may be to take the value of $p = 0.5$ in which case 'n' will be the maximum and the sample will yield at least the desired precision Thus $p=50%=0.5$ and $q=1-p= (1-0.5) =0.5$, d =statistical significance (KOTHARI, 2004). $z=1.96$ the two tailed limit with 95%confidece level and sample error is (d) 0.05. The number of teachers the researcher applies the same formula: Since $N < 10,000$ then the sample size but to get n , $362 =$ (Teachers ,principals, supervisors, dep,heads, vice-principal)

Table 1: sample size

Category	Target population	Sample size
- Principals	20	8
- Vice- principles	80	32
- Supervisors	20	8
- Teachers	571	228
- Students	1632	65
- Parents	40	16
- Department heads	5	5
Total	2,368	362

3.3.1.2. Sampling technique

This study was used stratified random sampling to select 228 teachers, 40 principal and vice principals, 8 supervisors, 65 students, 16 parents in statistic, a sample random sample is a sub set of individual (a sample) chosen from a larger set (a population) each individual is chosen randomly and entirely by chance, such that individual has the same probability of being chosen at any stage during the sampling process, and each sub set 8 Key individuals has the same probability of being chosen for instruments of data collection.

3.4. Data collection instruments

This study uses both primary and secondary data is obtained from and secon primary selected schools from the last five years. Questionnaire was used to collect data from the perception of stakeholders about the contribution of leadership on students' academic achievement in Primary Schools of Gulele Sub City of Addis Ababa, Ethiopia. The questionnaire used for measuring contribution leadership the one which was developed by Leithwood and Jantzi (1999).

The questionnaire consists of 32 items designed to measure six major components of leadership, namely; promoting professional practice, participatory decisions, providing support, intellectual stimulation, high performance expectations and setting school vision. The items was rated on 5-Point Likert-type scale ranging from Ineffective =1 to Outstandingly Effective = 5. the sample as any other sub set of K individuals. Therefore, employing multiple data collection instrument help the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2007).

The interview was developed based on the research question and on the available literature. The items are prepared in accordance with the designed objectives and basic questions to be answered in the study concerning to Contribution of perceived educational leader's behavior to students' academic achievement in primary schools.

Students' achievement records: Students' academic achievement was measured by parentage of students on grade 8 Ministry examination. The researchers have obtained the ministry result of student from record offices of the respective schools. The scale of percentile of students on national examination ranges from 50% to 100%.

3.5. Validity and Reliability

Validity concerns the degree to which a question measures what it was intended to measure. of the instruments. The questionnaire is randomly administered to 10% of the respondents from the sample population. This helps in refining the questions through rephrasing and removal of ambiguous questions. It also helps to remove typographical errors. The pilot testing process is used to determine if questions aside are relevant and appropriate. The questionnaires are ready for distribution once all the issues have been addressed. Pilot testing process helps to check on the clarity and suitability of wording in questionnaire.

As per Khotari (2004) reliability refers to consistency, where internal consistency involves correlating the responses to each question in the questionnaire with those other questions in the questionnaire. The student researcher employed Cronbach's alpha to calculate the internal consistency of the instrument.

Cronbach's alpha coefficients range in value was used to describe the reliability of effect extracted from dichotomous and or multi-point formatted questionnaires or scales. However, there is no lower limit to the coefficient. The closer Cronbach's coefficient alpha is to 0.65 the greater the internal consistency of the items of the scale (Struwig& Stead, 2001).

3.6. Methods of Data Analysis

After the collection of data, it was computed and provided the analysis, interpretation and presentation in order to give commendation to the problem. For the purpose of this study both qualitative and quantitative data was analyzed accordingly procedure Qualitative data start during and after data collection, which helped in rearranging and analyzing these data systematically and rigorously. Data was presented in the form of statement.

Mainly for quantitative data, descriptive statistics was used to summarize data by using Statistical Package for the Social Sciences, (SPSS) version 26 software. Statistics including mean, frequency and standard deviation also was used to analyze the data among the different groups. The mean and standard deviation was used to describe the data obtained indicted mean difference of variables (Contributing leadership) variable independent variable and the dependent variable (student academic achievement).

Inferential statistics is particularly the Pearson's correlation was used to show the relationship dependent and independent variable and the strength/degree as well as direction of associations between variables. is an extension of simple linear regression to show up the out case and effect, factor and impact analysis. It is used to predict the value of a variable based on the value of two or more other variables. The variable was used to predict is called the dependent variable (or sometimes, the outcome, target or criterion variable). The variables are using to predict the value of the dependent variable are called the independent variables (or sometimes, the predictor, explanatory or repressor variables).

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Introduction

This chapter is all about the results of the study. The results of the study are presented and discussed in detail. The first part of the chapter will discuss about the distributed and returned interviews and questionnaires. The second part is about the responses received and the analysis made along with the interpretations of the results.

Even though the sample size of the study is 362 questionnaires were distributed but only 355 questionnaires were returned. Out of 362 questionnaires 7 of it were rejected due to the missing data and the rest one questionnaire was returned unfilled. Therefore, 355 questionnaires served as data for analysis to present the findings and draw a conclusion.

4.2. Descriptive statistics analyzing perception of stakeholders about the contribution of leadership

4.2.1. Leaders in Achievement High Expectations

Table 2: Descriptive statistics analyzing Achievement High Expectations

Item Statistics	Mean	Std. Deviation	N
I am seeming that the leaders in this school hold students to high standards of performance in their work	1.6000	.74637	355
Leaders always screen the teachers consistently to help students.	2.8676	1.01232	355
Teacher is expected by leaders to master subject matter at each grade level.	2.3521	.99857	355
Students are challenged to their capacity.	2.7239	1.38285	355
Students who accomplish the most are the only ones praised.	1.8817	.71115	355
Teachers monitor achievement to keep track of students.	1.6225	.69587	355
Teachers use different methods (including samples of students' work and tests) to assess learning.	3.4620	.72142	355
There is a system for assessing learning on a regular basis.	2.6338	1.08975	355
Students are aware that their work will be regularly checked by leaders	1.6225	.69587	355
Grand Mean = 2.3074		1.2455	355

Range Description- Mean Difference: by Bringula (2012)

1.00-2.50 = Low 2.51-3.50 = Medium 3.51-5.00= Higher

Source: school based survey data, 2021.

From study Table 2 Descriptive statistics result analyzing Achievement High Expectations of leaders substantiated by stakeholders which is found in moderate level which is indicated in mean difference of 2.3074 depicted in standard deviations of 1.2455 shows School wide support for higher achievement is essential. Study shows it intimidate level of school leaders develop an ethos of high expectation across any school, school leaders and their teams need to be able to make clear judgments about the effectiveness of the teaching taking place and should focus on the impact that the teaching is having on the progress learners are making

According to key informant interview KII2, stated that Students need a nurturing environment where they feel secure about learning, where the goal is success for every student and where students are confident they will receive leaders mentoring and encouragement to prepare for their futures. Other KII 4 also indicated that some government school leaders are inviting themselves to motivate students to work harder and to take more responsibility for success.

“We know that there is a clear link between the quality of learning and the quality of teaching but we should be careful not to confuse the two.” (Interviewed may 9, 2021)

Stakeholder perceptions towards leaders Achievement High Expectations in school learning environment unrestrainedly found an outstanding learning while experiencing poor teaching and outstanding teaching does not necessarily lead to evidence of outstanding learning and progress. It supported by Gamage (2009b) stated that is a clear relationship between the quality of teaching and the quality of learning, and between the input a learner receives – teaching, resources, learning intervention, pastoral care etc – and the impact these have on the learning and progress made by the student. The most important of these cause and effect relationships is the last.

In order to develop an ethos of high expectation across any school, school leaders and their teams need to be able to make clear judgments about the effectiveness of the teaching taking place and should focus on the impact that the teaching is having on the progress learners are making.

In reviewing the research on Achievement High Expectations from leaders, it was apparent that there should be a comparison of school stakeholders perception on leader’s engagement in Achievement High Expectations.

Research suggested that if positive school culture was directly related to the vision and beliefs of the school and its leader, then examining leadership perception in promoting Achievement High Expectations was essential (Constantino, 2003).

4.2.2. Leaders Accomplishing the Mission and decision making

Table 3: Descriptive statistics analyzing leaders Accomplishing the Mission and decision making

Item Statistics	Mean	Std. Deviation	N
Decisions made in these school leaders reflect the general goals of the school.	3.1577	.96429	355
The aims of the school leaders are widely understood	3.8761	.56385	355
All students are treated in ways which emphasis success and potential rather than failures and shortcomings.	1.8817	.71115	355
Leaders always let the Parents, students and community members understand the key purposes of schooling.	2.8676	1.01232	355
Students' achievement is systematically monitored and assessed by	2.3521	.99857	355
Grand mean= 2.827		.99454	355

Range Description- Mean Difference: by Bringula (2012)

1.00-2.50 = Low 2.51-3.50 = Medium 3.51-5.00= Higher

Source: school based survey data, 2021.

From above Table 3: Descriptive statistics analyzing leaders Accomplishing the Mission and decision making which is stakeholders has medium level of understand the presented information or environment on leadership on school indicated in mean difference of 2.827 depicted in standard deviations of 0.99454 were echoed that leaders have direct and indirect effects on student learning – direct effects through the building of ‘organizational learning’ through work with staff and leadership capacity that has a clear focus on teaching and learning and subsequently indirectly affects students’ motivation, behavior, engagement, learning and achievement.

According to of school KII4 indicated that most of the time school leaders instead of conducting school issues, they mostly emphasize in political diversion as priority. For example of KII7 similarly indicated that:

“Most school leaders not considered separately to conducted vision and missions of school but, have only small effects on student learning. To obtain large effects of political involvement than doing their own decision making instead of create synergy across the relevant variables. Among all the parents, teachers and policymakers who work hard to improve education, educators in leadership positions are uniquely well positioned to ensure the necessary synergy...” (Interview may 6, 2021).

The above semi-structured interviews of the senior teachers focused on the results of the survey prospecting on how leaders behave and accomplishment to their duties, but in general terms rather than relating to analyzing leaders Accomplishing the Mission and decision making.

4.2.3. Leaders in community Relationships

Table 4: Descriptive statistics analyzing leaders in community Relationships

Range Description- Mean Difference: by Bringula (2012)

Item Statistics	Mean	Std. Deviation	N
Leaders proved teachers in this school to use either phone calls, regular notes or parent conferences in addition to report cards to communicate children's progress	2.3521	.99857	355
There is an active parent-school group in which many parents are involved.	2.1268	.97901	355
There are many formal contacts is allowed and instructed to discuss the subject matter between teachers and parents.	1.8817	.71115	355
The school leaders encourage feedback from parents about the quality of the program.	2.8338	1.31613	355
The school uses parents or community volunteers to assist learning.	2.7972	1.24578	355
Grand mean =2.398		.95214	355

1.00-2.50 = Low 2.51-3.50 = Medium 3.51-5.00= Higher
Source: school based survey data, 2021.

From above Table 4 indicating in Descriptive statistics analyzing leaders in community Relationships on the subject of Leaders proved teachers in this school to use phone calls, regular notes or parent conferences in addition to report cards to communicate children's progress, there is an active parent-school group in which many parents are involved and many formal contacts is allowed and instructed to discuss the subject matter between teachers and parents which the school leaders encourage feedback from parents about the quality of the program finally school uses parents or community volunteers to assist learning is found lower level indicted by mean difference of 2.398 depicted in standard deviations .95214 of through such efforts stakeholders experience schools and become aware of needs. At the same time, student's benefit when the programs involve adults working directly with students. This may increase both the relevance of their learning as well as their motivation.

This result indicates that leaders are having not frequently contact with students' parents' unable to afford principals a tremendous opportunity to establish and maintain positive relationships with parents. Principals should take this opportunity to work with parents so they might not have power in the school.

Inclusion in the conversations with school leaders brings lower level of understanding for parents regarding the operations and the needs of the school. Additionally, this opportunity places principals and parents at the crux of a partnership. The semi-structured interviews KII9 of the senior teachers indicted that on leaders in community Relationships, refer to when she states,

“School and family partnership activities that include teachers, parents, and students engage, guide, energize, and motivate students in school is more likely apprehended. So, that it produce their own uninformed intimidations with their children” (interviewed may7, 2021).

Therefore, leaders should maintain or even increase this level of contact and pursue a deeper relationship with engaged parents in a partnership.

4.2.4. Leaders in Effective Educational Leadership

Table 5: Descriptive statistics analyzing Leaders in Effective Educational Leadership

Item Statistics	Mean	Std. Deviation	N
1) The principal and senior staff led frequent discussions about instruction and achievement with teachers, parents and student.	2.6901	1.23040	355
2) The principal and senior staff regularly bring teaching issues (such as curriculum topics, improving teaching, etc) to parents for discussion.	2.6282	1.17281	355
3) The principal and senior staffs explain teaching methods to parents.	1.8197	.96910	355
4) The principal and senior staff communicates openly and frankly about teaching and learning with staff, students and parents.	2.8423	1.27466	355
5) The principal and senior staff is available to discuss matters concerning teaching.	3.0085	1.16563	355
Grand Mean = 2.5977		1.18921	355

Range Description- Mean Difference: by Bringula (2012)

1.00-2.50 = Low 2.51-3.50 = Medium 3.51-5.00= Higher

Source: school based survey data, 2021.

From above Descriptive statistics analyzing stakeholder perceptions on Leaders in Effective Educational Leadership in the school was found be in medium level indicated in mean difference 2.5977 that depicted in standard deviation's 1.1892. Findings highlight the complexity of school leadership practices. Key stakeholders' in this study have also point out that with a useful emphasis on core school leadership intermediate level associate with operative school aftermaths and progress.

These include administration, responsibility to ensure quality teaching and learning and educational leadership. Stakeholders answers to the question of what makes leadership effective and which head of teacher behaviors are most likely consistent with school effectiveness and improvement provides leaders with an significant acquaintance base for practice.

Principals are teachers of teachers, or as Sergiovanni (2001) stated, “the principal assumes the role of ‘principal teacher’ takes on the role of instructional leader, the goal of the effective

principal is to empower teachers to assume instructional leadership roles, creating a community of teacher leaders. And though the leaders improve student performance in the short term, they must leave successful leaders in their organization when their tenure has ended.

4.3. Analysis measure

According to sign (2009) stated that impact analysis can be seen as the out-sourcing rig and trust worth of the data to be able to present study reliability and study impact analysis result to continuing final output of the research. Hence, research goes over by analyzing and measure reliability of data adequacy and impact analysis measure using Kemeo -Bartist test.

4.3.1. Reliability Test

A reliability analyses was conducted to each variable of the instrument. The reliability of the measures was examined through the calculation of Cronbach’s alpha coefficients. For scale acceptability, Hair et al. (1998) suggested that Cronbach’s alpha coefficient of construct is 0.6. If each domain obtains the value 0.6, it means that, the items in each domain are understood by most of the respondents. On the other hand, if the findings are far from the expected value of 0.6, this might be caused by respondents’ different perception toward each item of the domain.

Table 6: Reliability Test measures indicator

Variable	Number of items	Cronbach Alpha
Achievement High Expectations	9	0.982
leaders in community Relationships	5	0.949
Accomplishing the Mission and decision making	5	0.973
Effective Educational Leadership	5	0.979
Student Academic Achievement	6	0.970

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

Source: school based survey data, 2021.

The Cronbach's alpha values are reported as follow. Achievement High Expectations yield Cronbach's alpha = 0.982, leaders in community Relationships yields in Cronbach's alpha = 0.949, the Cronbach's alpha for Accomplishing the Mission and decision making was at 0.97, Cronbach's alpha for Effective Educational Leadership was at 0.979, Cronbach alpha for Student Academic Achievement yields at 0.699 which is highly unvarying.

The Cronbach's alpha values for all the variables considered are greater than 0.6 and this indicates the items in each of the domains are well understood by the respondents. The items have measured what they were designed to measure.

4.4. Pearson's Correlations between variables

According to (shukran, 2003), the relationship is expressed by value within the range -1.00 to +1.00 as Pearson product moment indicates. Pearson correlation is +1 in the case of a perfect increasing (positive) linear relationship (correlation), -1 and 1 in all other case indicating the degree of linear dependency between variables. To determine Relationship between determinant of leadership and student academic Achievement (y), Pearson correlation computed. As to the magnitude of the correlation scores is concerned, the following points can be supposed

Table 7: Pearson’s Correlation matrix between variables

Measurement		Student Academic achievements	Achievement High Expectations	leaders in community Relationships	Accomplishing the Mission and decision making	Effective Educational Leadership
Student Academic achievements	Pearson Correlation	1	.978**	.980**	.956**	.997**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	355	355	355	355	355
Achievement High Expectations	Pearson Correlation	.978**	1	.958**	.986**	.970**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	355	355	355	355	355
leaders in community Relationships	Pearson Correlation	.980**	.958**	1	.937**	.978**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	355	355	355	355	355
Accomplishing the Mission and decision making	Pearson Correlation	.956**	.986**	.937**	1	.946**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	355	355	355	355	355
Effective Educational Leadership	Pearson Correlation	.997**	.970**	.978**	.946**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	355	355	355	355	355

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

Source: school based survey data, 2021.

The Pearson Correlation Analyses were employed among variables. Table 9 shows the correlation analyses among all variables. The result reveals that there are significant positive correlations between Achievement High Expectations and Student Academic achievements primary school of Addis Ababa ($r=0.978$, $p<0.01$), the result reveals that there are significant positive correlations between leaders in community Relationships and Student Academic achievements primary school of Addis Ababa ($r=0.957$, $p<0.01$).

In other hand, there is a positive correlation between Accomplishing the Mission and decision making and Student Academic achievements primary school of Addis Ababa ($r=0.997$, $p<0.01$). Other, correlation coefficient demonstrates that there is a positive relationship between Effective Educational Leadership and Student Academic achievements score ($r=0.997$) which shows high related to Student Academic achievements primary school of Addis Ababa. This means that the more Probability of Effective Educational Leadership will lead to better Student Academic achievements primary school of Addis Ababa.

According to Hutheson, (2011) and Daniel (2014), When Pearson's r is close to #1, this means that there is a strong relationship between your two variables. This means that changes in one variable are strongly correlated with changes in the second variable. In our example, the highest Pearson's r is 0.997 which is interpreted as; - Effective Educational Leadership correlated with Student Academic achievements primary school of Addis Ababa was found first highest numerous by ($r=0.997$, $p<0.01$). This number is very close to 1 this means that there is a strong relationship between your two variables. For this reason, we can conclude that there is a strong relationship between Effective Educational Leadership and Student Academic achievements in primary school of Addis Ababa variables.

In other hand when Pearson's (r) is close to (0), this means that there is a weak relationship between our two independent and dependent variables. This means that changes in one variable are not correlated with changes in the second variable. If our Pearson's r were 0.01, it could conclude that our variables were not strongly correlated.

But our outputs as can be evidenced from the correlation matrix above table 9, there is a positive significant relationship in between the variables and that all correlation coefficients are significant at 1% level of significance

Regression Analysis (Independent variables as predictors to Academic Achievement)

Table 8: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 ^a	.997	.996	.42038
a. Predictors: (Constant), Effective Educational Leadership, Accomplishing the Mission and decision making , leaders in community Relationships, Achievement High Expectations				
b. Dependent Variable: Student Academic achievements				

Source: school based survey data, 2021.

In this study, a multiple regression analysis was conducted to test relationship among variables i.e., dependent and independent variables. The analysis was done to establish how the specific determinates of about leadership and student academics achievements. A regression analysis results are presented in Model Summary table 10. The result as shown in the model summary indicates Effective Educational Leadership, Accomplishing the Mission and decision making , leaders in community Relationships, Achievement High Expectations explained (99.7%) of change in Student Academic achievements.

By the way, the “adjusted R²” is intended to “control for” overestimates of the population R² = 0.985 resulting from enough samples.

According to Hutcheson, (2011) /variable ratios during study target response variable (Effective Educational Leadership, Accomplishing the Mission and decision making, leaders in community Relationships, Achievement High Expectations) enough to explain lonely without other variable is need supported by Daniel (2014). It’s perceived that our current utility variable varies shows prominently across research areas and time which means no need other independent variable to predict dependent variable.

Table 9: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17720.528	4	4430.132	25068.6	.000 ^b
	Residual	61.852	350	.177		
	Total	17782.380	354			
a. Dependent Variable: Student Academic achievements						
b. Predictors: (Constant), Effective Educational Leadership, Accomplishing the Mission and decision making , leaders in community Relationships, Achievement High Expectations						

Source: School survey data, 2021.

From Above table 11 regarding to Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Organizational performance a) that is explained by all the five independent variables. The F-ratio found in the ANOVA table 11 measures the probability of chance departure from a straight line.

The significance value is 0.00 which is less than 0.05 thus the model is statistically significance in predicting how; - Effective Educational Leadership, Accomplishing the Mission and decision making, leaders in community Relationships, Achievement High Expectations show significance change the determinations of Student Academic achievements in primary school of Addis Ababa. The F critical at 5% level of significance was 0.00. Since F calculated is greater than the F critical (value = 25068.6), this shows that the overall model was significant.

Table 10: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.673	.148		-4.548	.000
	Achievement High Expectations	.197	.040	.130	4.937	.000
	leaders in community Relationships	.159	.033	.076	4.893	.000
	Accomplishing the Mission and decision making	.053	.031	.034	1.731	.084
	Effective Educational Leadership	1.070	.026	.765	40.38	.000

a. Dependent Variable: Student Academic achievements

Significance level = 99% significant at 1% (*).

P=0,000 significance value

Source: From researcher Owen survey data, 2021.

The coefficients table sought to identify which predictors are significant contributors to the 99.7% of explained variance in Y (i.e., $R^2=99.7$). The regression coefficient above has established that holding all influence indicator variable (Effective Educational Leadership, Accomplishing the Mission and decision making, leaders in community Relationships, Achievement High Expectations) but, constant show to organizational performance determined by negative 67.3% shows coefficient probability of indications inverse relationship.

From above Table 12 shows that the values of the coefficient independent variables can be retained in the model.

In other word, these variables can explain the change in tax compliance which is independent variables are found to be very significant and supportive to the justifications of regression analysis are statistically significant and it does support the assumptions. But academics achievement found negative significantly appeared in the study

Summary

The purpose of this study was to evaluate the perception of stakeholders about the contribution of leadership on students' academic achievement on government primary schools of Gulele sub city.

The study was conducted to answer the following basic questions:

1. What is the perception of stakeholders(teachers, students ,PTA) about students' academic achievement in Primary Schools of Gulele Sub City?
2. What is the perception of stakeholders(teachers, students ,PTA) about school leadership effectiveness (both capacities and qualities) of Primary Schools of Gulele Sub City?
3. What the perception of stakeholders(teachers, students ,PTA) about the contribution of leadership and its effect on students' academic achievement in Primary Schools of Gulele Sub City

The major findings were summarized as follow

A descriptive survey design research was employed to conduct this study, Triangulation, the practice of relying on multiple methods, was used to ensure trustworthiness. Questionnaire, focus group discussion and document analysis were data gathering instruments. They were developed by the researcher based on the finding from the literature and his own views and experiences of working as a school principal. Information was collected from principals, supervisors teachers department heads using a set of questionnaire and student council, PTA using focus group discussion. In addition, data were gathered from school documents, such as, staff, PTA , letters, school newsletters . The population size 2368 and of these 362 was selected as a sample of the study. But 355 respondents were used in analyzing the data. Both descriptive and inferential statistics were employed to answer the research questions.

- ✓ DESCRIPTIVE statics result analyzing achievement high expectation of leaders substantiated by stakeholders which Is found in moderate level which is indicated in mean difference 2.30 depicted in standard deviations of 1.24 shows school wide support for higher achievement is essential.
- ✓ According to key informant interview KII 2, stated that students need a nurturing environment where they feel secure about learning.

- ✓ Descriptive statistics has analyzed leaders accomplishing the mission and decision making which is stakeholders has medium level of understand the presented information or environment on leadership on school indicated in mean difference of 2.827 depicted in standard deviation of 0.99454 were that leaders have direct and indirect effect on student learning.
- ✓ Descriptive statistics analyzing stockholders perceptions on leaders in effective educational leadership in school was found be in medium level indicated in mean difference 2.5977 that depicted in standard deviation of 1.1892. key stakeholders in this study have also point out that with useful emphasis on core school leadership intermediate level associate with appropriate school aftermaths and progress.
- ✓ Descriptive statistics analyzing leaders community relationships on the subject of leaders proved teachers in the school to use phone calls ,regular notes or parent conferences in addition to report cards to communicate children's progress ,there is an active parent –school group in which many parents are involved .

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Statistical technique that can be used to analyze the association between stakeholder perceptions both leadership and student academic Achievement which is indicated 67.3% that leaders Achievement High Expectations have direct and indirect positive effects on student learning 13% through the building of 'primary school which is learning' through work with staff and leadership capacity that has a clear focus on teaching and learning and subsequently indirectly related to student academics achievements.

Similarly, regression result shows the stakeholder perceptions on leaders in community Relationships towards Student Academic achievements is 6.7% found reversely escalations of student achievement. This take account of the sharing of responsibility for leader's personal improvement with teachers and the school community is in striving routine.

Other regressions result indicated that Accomplishing the Mission and decision making was 3.7% found facilitating the focusing of student achievement. The study found that leaders making recognizes that educators do not perform their critical function of supporting student achievement in isolation from a wider primary school context. Finally, the study regression result regarding to leader implementing on Effective Educational Leadership found 76.5% positively affecting student academics achievement was perceived by stakeholder utilized by the leaders Achievement High Expectations in each empowered school found that encouraged self-managing work groups to become self-evaluative, self-monitoring, and self-reinforcing.

In summary, the study shows that student academic achievement was found negative relationship with leadership this may be due to student personal characteristics. In other hand stakeholder perceptions about leadership on student academics achievement in agreement with one another regarding leaders Achievement High Expectations 13.7% of the time, however, their perceptions of leaders in community Relationships were 7.6% of the time and Accomplishing the Mission and decision making found 3.4% related and Effective Educational Leadership is related to 76.5% associated with student academics achievement at primary school of Addis Ababa. One

could conclude that there may be differences in perception among stakeholders. Nevertheless, it is important to note that all leaders perceived the same attitude of school leadership weakness in three out of five tenets.

5.2. Recommendations

Several recommendations are made regarding issues for future research in the area of stakeholder perceptions of leadership on student achievement. These recommendations are as follows:

- ✚ Responses to questions investigating the ways in which principals acquired leadership skills were inconclusive. Further research should be undertaken in order to explore the process by which principals learn leadership skill
- ✚ Further research is undertaken in other school level in order to see whether these results are reflected more widely in the primary school education system.
- ✚ Research should be undertaken to investigate ways in which teachers can be inspired, encouraged and supported to consider principal leadership roles as part of their career aspirations.
- ✚ There was poor academic achievement of students in the schools and insufficient contribution of school leaders to students' academic achievement and success. The researcher recommended that educational leaders ,whether they are occupying formal administrative roles such as the principal ship or not , they need to devote their time and effort to think about leader ship in schools and take necessary actions by discussing the problem with the concerned stakeholders to manifest students' academic success
- ✚ The sub-city education office in collaboration with school leaders are advised to create and facilitate different trainings ,seminars and workshops in order to provide teachers with current information and update them for the better academic achievement of the students in the school.
- ✚ School leaders, especially principals, should give due attention to the classroom teaching and learning process and provide constructive feed back to teachers

whether the instruction is going in accordance with the plan or not. The active participation of stakeholders in school Principals creates conducive atmosphere and development. Successfully principals take their responsibilities in organizing teachers, students and parents/community.

- ✚ The finding of the study revealed that ,the primary schools leaders contribution on students academic achievement were declined year to year which is perceived by stakeholders (teacher, student and PTA).so, school leaders should work in collaboration with stakeholders. It is advisable that school with supervisors need to focus instructional leadership and promote teachers professional development through cpd program which incorporate ,training ,experience sharing, meetings with other teachers.
- ✚ The school leaders should work with the staff and stakeholders in setting high and achievable standards of students.
- ✚ School leaders should assert the involvement of school staff members, students and PTA in establishing and periodically revising school goals.

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APPENDIX I

PART ONE: DEMOGRAPHICS CHARACTERISTICS

1. Stack holder type (teachers, supervisors, Department heads)
2. School Name
3. if you are a head teacher what is your schooling experience

PART TWO: LEADERSHIP ON STUDENT ACADEMIC ACHIEVEMENT

It is developed from Leithwood & Montgomery (1982); Poloncic, Melissa (2016). *Stakeholder Perceptions About leadership on student Academic Achievement*. please State your perceptions and experience from the school that the most you know about!! Your preference is Stated via Likert scale below;

Strongly Disagree Somewhat dis-agree (3) I have no Detail (4) Somewhat Agree

(5) Strongly agree

Achievement High Expectations	1	2	3	4	5
I am seeming that the leaders in this school hold students to high standards of performance in their work	1	2	3	4	5
Leaders always screen the teachers consistently to help students.	1	2	3	4	5
Teacher is expected by leaders to master subject matter at each grade level.	1	2	3	4	5
Students are challenged to their capacity.	1	2	3	4	5
Students who accomplish the most are the only ones praised.	1	2	3	4	5
Teachers monitor achievement to keep track of students.	1	2	3	4	5
Teachers use different methods (including samples of students' work and tests) to assess learning.	1	2	3	4	5
There is a system for assessing learning on a regular basis.	1	2	3	4	5

Students are aware that their work will be regularly checked by leaders	1	2	3	4	5
Accomplishing the Mission and decision making	1	2	3	4	5
Decisions made in these school leaders reflect the general goals of the school.	1	2	3	4	5
The aims of the school leaders are widely understood	1	2	3	4	5
All students are treated in ways which emphasis success and potential rather than failures and shortcomings.	1	2	3	4	5
Leaders always let the Parents, students and community members understand the key purposes of schooling.	1	2	3	4	5
Students' achievement is systematically monitored and assessed by	1	2	3	4	5
leaders in community Relationships	1	2	3	4	5
Leaders proved teachers in this school to use either phone calls, regular notes or parent conferences in addition to report cards to communicate children's progress	1	2	3	4	5
There is an active parent-school group in which many parents are involved.	1	2	3	4	5
There are many formal contacts is allowed and instructed to discuss the subject matter between teachers and parents.	1	2	3	4	5
The school leaders encourage feedback from parents about the quality of the program.	1	2	3	4	5
The school uses parents or community volunteers to assist learning.	1	2	3	4	5
Effective Educational Leadership	1	2	3	4	5
The principal and senior staff lead frequent discussions about instruction and achievement with teachers, parents and student.	1	2	3	4	5
The principal and senior staff regularly bring teaching issues (such as curriculum topics, improving teaching, etc) to parents for discussion.	1	2	3	4	5

The principal and senior staffs explain teaching methods to parents.	1	2	3	4	5
The principal and senior staff communicates openly and frankly about teaching and learning with staff, students and parents.	1	2	3	4	5
The principal and senior staff is available to discuss matters concerning teaching.	1	2	3	4	5

If you interested just say something in general.....

1. How did you prove the school leaders use the academic needs of the students in the decision-making process for improving student performance?

.....

26. How did you perceive as about leaders build a collaborative school culture network in the school and what leadership skills were essential to the success of this process?

.....

27. How did you observe the leaders use a guiding vision to lead teachers to student success?

.....

APPENDIX II

College of Education and Behavioral Science

Department of Educational leadership and Management

Focus group discussion guide for Students

Place-----Time-----

1. What is your contribution to create effective school-home and community partnership?
2. To what extent does the school principal encourage the local community and representative to participate in planning?
3. To what extent does the school principal encourage and support PTA to participate in the management of school?
4. How often do your members“ conducting meeting to discuss with teachers and the local community in order to report school performance evaluation?
5. To what extent does your principal communicate the minimum attainment level required to promote students for the school community?
6. To what extent the students, PTA initiating and facilitating participation of community?
7. Do principals develop a mechanism by which competent teachers, students and community/parent share their experience?
8. What does the community participation looks like to create effective school-home and community partnership?
9. To what extent the principals, teachers, PTA members discuss on the achievements of student academic ?
10. To what extent principals are communicating and specifying the role of students, teachers and parents/community members in order to play their own roles and to create school-home and community partnership?

If you have any additional suggestion, option, comment and recommendation you are well come

Thank you