



PERCEIVED CONTRIBUTION OF SCHOOL LEADERS BEHAVIOR TO STUDENTS
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF ADDIS ABABA

BY

Yohannes Assefa Gessese

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial
Fulfillment of the Requirements for the Degree of Master of Arts in School Leadership
Addis Ababa University**

Addis Ababa, Ethiopia

Sept. 2018

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MSL PROGRAM

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YOHANNES ASSEFA GESSESE

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Maeregu Biyabeyen. (Asst. prof). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Addis Ababa, Ethiopia Sept. 2018

ENDORSEMENT

This thesis has been submitted to Addis Ababa University, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

Signature

Addis Ababa University, Addis Ababa Sept. 2018

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List of Abbreviation

CCSSO	Council of Chief State School Officers
CVF	values framework
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
ISLLC	Interstate School Leaders Licensure Consortium
LCL	Learning-Centered Leadership Framework
LISL	Leadership Influences on Student Learning Model
MOE	Ministry of education
SIP	School Improvement Program
TGE	Transitional Government of Ethiopia

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Abstracts

School leader's behavior is prominent for ensuring that decisions about curriculum, instructional strategies, assessment, and professional development are based on sound research, best practices, and appropriate data and other contextual information's. The purpose of the study is to examine the perceived school leader's behavior contribution to student's academic achievement in secondary schools of Addis Ababa city administration. For the study qualitative approach designs employed and analyze the data using narration a phenomenological method. A sample of eleven schools and three sub-cities administration selected through purposive sampling techniques. And the main data collection instruments were interview and document analysis. The result of the study revealed that, concerning to perceived school leaders behavior includes the school leaders' leadership decision, communication, leadership behavior, and leadership effectiveness from respondent description where the main and has a great contribution to the student's academic achievement. Therefore, to enhance the perceived contribution of school leaders for students' academic achievement the researcher recommends that the City Administration Bureau of Education take appropriate measures including supply of adequate material and professional support to sub city and providing needed training and administrative support for school leaders to fill their gaps in knowledge, roles and skills the profession requires so that they would better be able to assist teachers and others stakeholders.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study, definitions of key terms and organizations of the study

1.1 Background of the Study

Education is one of the major driving forces behind economic, social, culture and political development of a country. It is a key instrument for the overall development of a country. Realizing this, the government of Ethiopian is placing great attention on education with firm belief that the long-term development of the country rests up on the expansion and provision of quality education (MOE, 2005).

The scholars investigates about the leadership behaviors and their effects on the basis of two theories: the behavioral pattern theory, which argues that leadership behaviors affect subordinate behaviors and organizational performance and the second behavior theory, which states that leadership behaviors affect subordinate performance (Khan, Nawaz, & Khan, 2016).

In addition, successful change in schools results from a network of leaders, both formal and informal, performing a variety of functions spread across the organization (Spillane, 2005; Watson & Scribner, 2007). The distribution of leadership formed from this network means viewing all members of the school as potential experts in their own right; all members as unique, important sources of knowledge, experience, and wisdom (Mayrowetz, 2008). Leadership from this view is about cooperation and trust, not about competition among teachers and administrators.

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 school leadership behaviors, and consequently, heighten student achievement. 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.

A school leader has to continuously and simultaneously view the school site through these three lenses to positively impact Student learning. 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 leader leadership behaviors include instructional leadership and instructional management, referred to as “leadership for learning” an encompassing shared and transformational leadership.

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 educational leadership as a component of student success 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 school leadership.

In Ethiopia, the policy has insisted on democratic, professional, coordinated, efficient, and effective educational management with autonomous and democratic institutions. The government of Ethiopia has launched five successive programs (ESDP I, II, III, IV and v) since 1997/98. The spotlight of the entire program (ESDP) is to alleviate educational problems (low access, poor quality, inequity, irrelevance and inefficiency) of the system. The focus of the first two sector plans (ESDP I and II) was aimed at improving access and equity while ESDP III was partly moved towards the provision of quality education. 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).

1.2 Statement of the Problem

The dramatic increases of educational reform efforts in a number of countries over the past decades have shown insufficient impact on student achievement (Fullan, 2007). Hence, students' achievement has become of paramount importance to both the public and policymakers, so, educational leadership, in turn, has been of particular interest for its ability to affect student achievement (Donnelly, 2012).

However, just as there are multiple factors that negatively affect student achievement, there are also several factors which have been associated with high or improved student achievement. These include high teacher job satisfaction, strong perceptions of school leaders' support of teachers, high levels of relational trust, and high levels of teachers' collective efficacy (Robinson, 2010). On the other hand Bellamy, et.al. (2007) stated, school leaders are expected to overcome barriers to learning, show reliable achievement, and do both in an environment of resource constraints and political conflict about the role of school. And many school leaders employ a variety of skills and qualities that have been identified as essential for leadership, and yet many schools do not have school climates that are positive and grow to their potential. School climate serves as a measure of relationships, interactions, attitudes, perspectives, academic success, and priorities (Kor, 2010).

As few studies to date explore the concept of more comprehensive school leadership from the perspectives of school leaders, in particular secondary school leaders. Based on this lack of secondary school leaders' perspectives, there is a pronounced need for research to expansively define effective leadership of a secondary school leaders based on their self-perception leadership behavior (Poloncic M. J., 2016).

According to Ministry of Education (MoE, 2010), the efforts made to strengthen professional skills of school leaders and the school improvement process which has been in place is part of the endeavor to looking for the solutions of education quality problems. Despite all the efforts made the question of whether school leaders can impact the students' academic achievement is still not clearly figured out. But, 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. Some studies claim that principals can contribute a significant positive impact, be it direct or in direct, on school

improvement in general and student academic achievement in particular (Louis et al., 2010). So far, attempts to connect school leader behavior to student achievement have worked to identify categories of leadership activities provided by the school leaders that can contribute to student achievement (Leithwood et al., 2004). This study intends to examine the perceived contribution of school leaders' behavior to students' academic achievements at secondary schools.

1.3. Basic Research Questions

The following research questions will guide this study:

1. What are the perceived of leader's behaviors that contribute for students' academic achievement in secondary schools Addis Ababa?
2. How perception of leader's behavior contributes for student's academic achievement?
3. To what extent the perception of leaders' behavior contributes for students' academic achievement?

1.5. Objectives of the Study

1.5.1 General Objective

The main objective of this study is to examine perceived contribution of school leader's behavior to student's academic achievement in secondary schools of Addis Ababa city administration.

1.5.2 Specific Objective

The specific objectives of the study are:

- To assess the perception of leader's behaviors that helps to contribute towards students' academic achievement
- To examine how perception of leaders behavior contributes for students' academic achievement.
- To describe the extent of perception of leaders' behavior contributes for students' academic achievement.
- To forward the possible strategy for solving school principal challenges.

1.6. Significance of the Study

The significance of this study is to examine the perception of school leadership behaviors on students' academic achievement in selected secondary schools of Addis Ababa. Thus, the results of the study will have the following contributions. The stud may provide information for policy maker to strictly follow the problems of those schools leaders behavior which are often

exhibited less achievement on students' results as compared to each other. May planners to give priorities and develop the strategies to solve the challenges of leaders' behavior that inhibits their contribution on the students' academic achievement. The study may initiate students, teachers and school 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 school leaders' effectiveness' on students' academic achievement and initiate other researchers to conduct further studies around the topic.

1.7. Delimitation of the Study

The study was delimited to Addis Ababa city administration in government secondary schools (grade 9-10) because due to the constraint of time and other resources to cover out of Addis Ababa and the nature of administration in secondary and preparatory schools are different, also the private and other missionary schools administration have different behavior. The study also delimited to school leaders of above two years' experience to examine 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.

1.8. Limitations of the Study

The researcher does not believe that the study was totally free of any limitation. Some of the limitations were related with few respondents' willingness and in filling the questionnaires, and time. Some of the respondents were not cooperative as had been expected. As a result some respondents were responded not carefully particularly in open ended questions. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all schools in city administration, because the study focused only on (grade 9-10) secondary schools excluding all private schools, mission schools, government preparatory and primary schools. Again, all (100%) of the questionnaire were not been collected (obtained) from teachers respondents. All these might have its own effect on the findings of the study.

1.9. Definition of Key Terms

Behaviors: - are the ways people conduct themselves on a day-to-day basis. The American Heritage Dictionary (1982) defines behavior as, “the actions or reactions of persons or things under specific circumstances.” In addition, behavior is observable and can be viewed objectively. Murphy and Lick (2005) describe behavior as perceptible actions that are based on values and expectations and are ideally intended to carry out the mission of the school; therefore behavior is a critical component of instructional leadership.

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

Secondary school: - Refers to school teaching grades (9th-10th) according to Ministry of Education (MoE, 2002)

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

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.

1.10. Organization of the Study

The thesis 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 is 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. Chapter four is deals with data presentation, discussion and analysis. Finally, research conclusion and recommendation are presented in the last chapter – Chapter five. At the end a list of reading materials are attached as appendices

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

The purpose of this chapter is to provide a summary of existing literature related to perceived school leadership behavior to students' academic achievement in secondary School.

2.1. The Concepts of Leadership

Leithwood and Riehl cited in Wossenu (2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008). As Bush and Glover cited in Pont (2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration.

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.

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008). As Bush and Glover cited in Pont (2008) 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).

School 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, 2003). 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).

2.2. An Overview of Leadership Theories

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

2.2.1 Trait Theory

The trait theory is also called the "great man theory" because according to this theory leaders are born and not made Kreinter and Kinick (2001), According to this theory it was believed that leadership was a result of personality trait or characteristics that leaders possess but not followers. Hence, this theory of leadership focuses on leaders own behavior and suggests that the same qualities are likely to be presented in all those individuals who lead others and most of advocating of this theory (nz and Weinrich, 1988).

Stodgill cited in Rashid and Archer (1983), identified some of the special characteristics that an effective leader should possess. There special qualities are high degree of originally, adaptability, integrity, popularity and expertise. Therefore, accordingly the theory of leadership since all people did not possess all of these qualities, only those who possess them would be considered leaders (Landers and Myers in Ayalew, 2000:4). However, other studies concluded that lots of

research on personalities of leaders failed to identify the consistent pattern of behavior of leaders (Lunenburg and Ornste, 1991).

2.2.2 Situational Theory

Most scholars in the leadership now agree that neither the personality trait approach, nor the search for “best” leadership style (behavior) was adequate to deal with the complexity of understanding process. Vroom (cited in Peretomode, 1991), and (Luthans, 1981) . This view led to the contingency theory which states that leadership, behavior is dependent on the situation and is now getting recognition by contemporary researchers and school administrators. The theme of contingency approach is that leadership cannot be explained by a single factor. In confirming the above idea, Gordon (1996) and Luthans (1981), State that the core point of situational leadership is the flexibility of a leader in selecting a leadership style that best fits with situation of a given time. To this end, fields conclusion form a large numbers of researches is therefore, “one and ineffective leadership practice.” but only of effective and ineffective could not simply speak of effective practices in one situation on another (Ubben and Hughes, 1997).

2.2.3. Behavior Theory

Behaviors are the ways people conduct themselves on a day-to-day basis. The American Heritage Dictionary (1982) defines behavior as, “the actions or reactions of persons or things under specific circumstances.” In addition, behavior is observable and can be viewed objectively. Murphy and Lick (2005) describe behavior as perceptible actions that are based on values and expectations and are ideally intended to carry out the mission of the school; therefore behavior is a critical component of instructional leadership. The attention has shift form to determine what effective leaders are to what effective leaders do (Peretomode, 1991). Scholars then contributed their research investigation in order to identify leaders” behavior that was crucial for the satisfaction of group and organizational goals. Finally two major behaviors of leaders were identified as consideration and initiation structure (Glatter, et al, 1988, 1996, and Rashid and Archer, 198; Heresy, et al, 1998).

Consideration refers to the extent to which a leader acts in a worm supporting way, mutual respect trust for others and friendship. Initiating structure refers the extent to which leader detach himself/herself from the members of work group and define and structure his/her own roles and the role of subordinates toward the attainment of organization (Moorhead and Griffin, 1995).

The importance of this approach is that the two dimension of leadership behavior are real and observable that account for great proportions of actual behaviors that they provide a frame work for solving problems in school organizations (Lunenburg and Ornste, 1991).

2.3. Leadership Behavior

Hooijberg, Lane, and Diverse (2010) explained that there has been an extensive collection of theories studied that give emphasis to behavioral approaches to leadership ranging from Fiedler's (1967) LPC theory to House's (1971) path-goal theory to Quinn's(1988) competing values framework (CVF) and Bass' (1985) transformational leadership theory. A leader's behavior is a powerful display of mannerisms that convey the expectations and values of the organization that sets the tone for the organizational climate (Grojean et al., 2004). According to Yukl (2006), researchers have spent more time and energy conducting research on leadership behavior than on any other aspect of leadership. Research in leadership behavior falls into one of two categories: the first line of research examines how leaders spend their time throughout the day, their particular pattern of activities, and their job responsibilities. The second line of research focuses on identifying effective leadership behavior. Despite the fact that there could potentially be numerous leadership behaviors, Farris (1988) identified two specific kinds of leadership behaviors: task-oriented behaviors and relations-oriented behaviors.

2.3.1. Task-oriented leadership behaviors

Task-oriented leaders are primarily concerned with reaching goals. They help their employees accomplish their goals by defining roles, establishing goals and methods of evaluations, giving directions, setting time lines, and showing how the goals are to be achieved. As a rule, task-oriented leaders use a one-way communication method to clarify what needs to be done, which is responsible for doing it, and how it needs to be done. Task-oriented leaders coordinate, plan, and schedule work-related activities. They provide their employees with the necessary motivation, equipment, supplies, and technical assistance for completing the task (Northouse, 2010). Task-oriented behaviors include clarifying roles and objectives, monitoring individual performance and operations, and short-term planning (Yukl, O'Donnell, & Taber, 2009). Clarifying behaviors include assigning tasks, explaining job responsibilities, and setting performance expectations. Monitoring behaviors include inspecting the progress and

quality of work. Planning behaviors include determining staffing requirements and how to fittingly use them to reach the goals and objectives of the organization.

2.3.2. Relations-oriented leadership behaviors

Relations-oriented leaders, on the other hand, are more concerned with developing close, interpersonal relationships. They involve a two-way communication method to show social and emotional Support while helping their employees feel comfortable about themselves, their co-workers, and their situations (Northouse, 2010). Relations-oriented leaders demonstrate an understanding of their employees' problems. They help to develop their employees' careers. They provide their employees with enough information to do the job, they allow individual autonomy in work, and they show appreciation. According to Yukl (2006), relations-oriented leadership behaviors include supporting behaviors, developing behaviors, and recognizing behaviors. Supporting behaviors include showing acceptance, concern, and confidence for the needs and feelings of others. Developing behaviors provide potential benefits to new, inexperienced supervisors, colleagues, peers, or subordinates. Recognizing behaviors show praise and appreciation to others for effective performances, significant achievements, and important contributions to the organization.

2.4. Perception Theory

Most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups, according to the direction of information flow (Démuth , 2016). This are;

A. The bottom–up theories of perception explanation

The characteristic feature of bottom–up theories of perception is the fact that the content and quality of sensory input play a determinative role in influencing the final percept. Sensory input, in their view, represents the cornerstone of cognition and by its own nature it determines further sensory data processing. For example, when perceiving a tree, our sensors collect the basic data (such as points, horizontal or vertical lines) as the main individual characteristics of the object which are later connected to build more complex, assembled surfaces and shapes in order to create complex perception of the object we identify as a tree. Therefore we call this data–driven processing perception. With respect to the emphasis these theories put on the nature of sensory

input, it is no surprise that most of them significantly correlate with philosophical realism, which suggests that our percepts are directly induced by external objects and more or less correspond to them. A typical prototype of such direct realism is Gibson's theory of direct perception.

J. J. Gibson believed that our cognitive apparatus was created and formed by a long evolutionary influence of external environment which is apparent in its structure and abilities. The core of Gibson's concept is a conviction that our perception is based on information volume of sensory inputs, which we further process only via revealing and explaining the available information. Therefore, from the point of view of processing information it is not necessary to operate with images of sensory representations or with some mental objects. Gibson believed all necessary information is already contained in optic arrays, that is, directly on the retina — which in fact makes him to be a proponent of direct perception (Gibson, 1979).

B. The top–down indirect perception theories

The key feature separating the top–down theories and the bottom–up theories is the participation of higher cognitive functions in the process of perception in the form of support of discrimination and interpretation of perceived contents. While top–down theories prefer direct perception without participation of knowledge and previous experience, according to the theories of indirect perception, perception is possible only by means of mental representation, computation or creating a picture of a given reality. Sensory data must be organized and captured by cognitive apparatus and then interpreted on the basis of available knowledge. The philosophical basis for this approach to perception is *The Critique of Pure Reason* by Kant.

According to Kant work, thoughts without content are empty, intuitions without concepts are blind. Only by understanding the image via a concept one realizes, what he is experiencing and only then can we call this cognition. Participation of higher cognitive functions is characteristic for interpretation of viewed sensory inputs. According to the way we arrive at this interpretation, we can divide the theories into constructivist, computational and synthesizing ones.

Perception process

Perception process is defined as the cognitive process by which an individual selects, organizes and gives meaning to environmental stimuli. Through perception individuals attempt to make sense of their environment and the objects, people, and events in it because each person gives

his/her meaning to stimuli. Different individuals will perceive the same thing in different ways. Individuals are constantly bombarded by environmental stimuli which impact their sense of sight, hearing, smell, taste and touch. Exactly which stimuli a person focuses on is determined by what he or she chooses to pay attention to at a particular moment. On the one hand, understanding perceptual interpretation helps managers understand why individual differences must be considered at work. People see the world around them in their own unique way and behave and respond according to their interpretation. Perceptual selection of focusing on the stimuli that are important, large, or intense In general people perceive stimuli that satisfy needs, emotions , attitudes or their self – concept, this is the translation portion of exhibit . Again the notions of observing, selecting and translating are linked to form the perceptual process, which precedes any response, there are three internal responses attitudes- feelings and motivation (Elnaga A, 2012).

2.5. Effective leadership

The effective school leader puts people above the bureaucracy and paperwork of the school leader, understanding that personal interaction between teachers, parents, and students takes precedence (Bonnici, 2011). In addition to understanding the importance of personal interaction, the effective school leader realizes the importance of not doing the job alone, but ensuring that essential things get done. The effective school leader is the closer (Fullan, 2007) and “the ultimate problem solver” (Whitaker, 2003).

Though leadership begins with the leader’s belief in him or herself, it will only continue if others also believe in the leader (Kouzes & Posner, 2010). According to George and Bettenhausen (1990), leadership abilities of any person could be challenged by emotions experienced in the work environment. Moore (2009) determined that leaders with high emotional intelligence were skilled in dealing with the intense, motivating and de motivating, positive and negative, emotional situations that are present in most work environments. The leader of any group becomes the emotional guide, setting the emotional standard (Goleman, Boyatzis & McKee, 2009).

To be effective, the leader must not only be aware of others’ emotional situations, but the leader must also be aware of and manage his/her own emotions (George, 2000). Through their study, George and Bettenhausen (1990) contended that one of the key reasons some leaders excel and

others fail, when all skills and abilities are the same, is due to the leader's emotional state.

According to Pamela Murphy Helms (2012) indicators of effective leadership generalized as;

Communication

Bennis and Nanus (2003) remarked, "Leaders are only as powerful as the ideas they can communicate" (p. 99). McEwan (2003) further elaborated on the principal's role in communication: The number one priority of a principal's job description is to communicate in appropriate, productive, meaningful, helpful, and healing ways with teachers, students, parents, colleagues, as well as a vast array of others, whether individually, in small groups, or en masse. The message is unmistakable: If a principal can't communicate—with people of all ages, socioeconomic and educational levels, and every color, race, and creed—going to work every day will be both painful and unproductive.

Priority areas identified included increasing effectiveness and efficiency through decentralized educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE, 2008).

Model the Way

Kouzes and Posner (2010) stated that those who follow expect their leader to be a role model for how they should behave, model what they expect of others, and admit when they are wrong. In addition, remarked that one of the most important ways one leads by example is through keeping promises. Keeping promises and admitting mistakes builds others' confidence in the integrity of the leader, giving them an additional reason to trust the leader.

Buhler (2004) determined modeling as the area of the leader's greatest influence. Through showing respect and support for their staff, the effective school leaders set examples (Leithwood & Riehl, 2003). Consequently, the symbolic positional power of the principal magnifies behaviors that may otherwise seem insignificant and unimportant (Davis, 1998b). Leithwood et al. (2004) concluded that the school leader alone does not affect student performance, but he/she can have a positive, even profound effect on student learning if others in the school. Bonnici

(2011) referred to the importance of interpersonal relationships, remarking that principals' model strategies to handle disputes between teachers and students, parents and students, and even teachers with teachers.

Inspire a Shared Vision

Vision is necessary to align, as well as inspire actions of members of the group. Without vision, the organization has no direction; and individuals are left to do what they feel is right, requiring them to constantly check with supervisors for reassurance of their decisions (Kotter, 1996). Setting direction requires the effective educational leader to work to develop and endorse a school vision that encompasses the best theories and ideas on teaching and learning (Leithwood & Riehl, 2003). In addition, the effective school leader makes it clear to all stakeholders that learning is the school's most important mission (Stronge, Richard, & Catano, 2008). "Quality teacher leadership aligns with professional learning to help achieve the school's shared vision for student learning" (Moller & Pankake, 2006,).

Challenge the Process

Highly effective leaders challenge teachers' long-held beliefs about schooling, and ask probing questions which may foster serious discussions about policies and programs (McEwan, 2003). Kouzes and Posner (2002) discovered that when people are asked about their personal best they automatically think about some kind of challenge. Since certainty and routine business-as-usual result in complacency, people search for opportunities that will lead them to improve, innovate, change, and grow.

The fact is that when times are stable and secure, we're not severely tested (Kouzes & Posner, 2002). Kouzes and Posner (2010) believed challenges help leaders know who they really are as well as who they can become. In a school that takes risks, the staff is challenged to rethink their assumptions and gain understanding and mastery over complexities of needed changes one step at a time (Leithwood & Riehl, 2003). Reicher (2007) agreed, stating, for leadership to function well, leaders and followers must be bound by a shared identity and by the quest to use that identity as a blueprint for action.

Enable Others to Act

Kouzes and Pozner (2002) were convinced that successful leadership is determined by the leaders' abilities to sustain human relationships that enable, as well as allow, people to get extraordinary things done on a regular basis. The key to successful performance is the heart and spirit infused into relationships among people, their efforts to serve all students, and a shared sense of responsibility for learning (Peterson & Deal, 2002). Robbins and Alvy (2004) believed human relations to be a combination of using the heart and head when working with colleagues and students.

Encourage the Heart

Lezotte (2004) referred to the second generation of school leaders as ones who will need to develop their skills in cheerleading and coaching. Personal contact, recognition, and appreciation are extremely important and strategic uses of time; however, time is often not allocated to these activities because leaders are busy spending their time in ways that are expected, not ways that are effective. Kouzes and Posner (2006) added that tangible rewards will not earn increased commitment, but demonstrating genuine concern and respect will.

According to Whitaker (2003), there are two ways to improve a school significantly: get better teachers and improve the teachers that are already in place. When accomplishments are recognized and efforts are valued as part of the school culture, staff and students will all be more motivated to work hard and support change (Peterson & Deal, 2002).

2.6. The Influence of School Leaders

2.6.1. Assisting Student Learning

Successful school leadership makes important contributions to the improvement of student learning Leithwood and Riehl (2003). School leadership influence were directly affected by the principal and attributed to the overall student. Successes were selection and replacement of teachers, individualist orientation, and protection of instructional activities from distraction, frequent inspection of school activities, a commitment to the school improvement process on the part of all organizational members, support for teachers, and a high degree of direct involvement in instructional leadership Scheerens and Bosker (1997).

From the evidence presented above, it is clear that there is definitely certain evidence as school leadership has significance influence on students' achievement. The size of leadership effect on achievements of student varies depending on the dedication of leaders to assist student. It is clear that, based on this a measurable relationship exist between leadership and student achievement. In fact, leadership is one of the largest contributors to student achievement out of all the identified school related factors that have any influence on student achievement what so ever.

2.6.2. Providing Instructional and Managerial Leadership

Research identifies three major leadership practices associated with the core leadership function of setting directions: identifying and articulating a vision, fostering the acceptance of group goals, and creating high achievement expectations for the organization. Another important leadership practice associated with setting directions is the fostering of acceptance for group goals. Principals are given the job of bringing the entire group together toward a common goal. This direction, when it is shared by each member of the organization, helps to give the group a sense of collective identity (Leithwood and Riehl, 2003).

The notion of common commitment toward organizational goals does fly in the face of traditional teaching practice norms that are based on individuality, but it is consistent with more contemporary models of schools as collegial learning communities. Creating high achievement expectations is the leadership practice identified by research as an essential piece of the direction setting process. An important function of the principal is to model a commitment to excellence, quality, and high achievement to the staff. This activity allows employees to be constantly reminded of the overall goals of the organization (Leithwood and Riehl, 2003).

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

2.6.3. 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(www.callsurvey.org).

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.

2.6.4. Communication Behavior of the school 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.

2.6.5. Planning Behavior of the school leaders

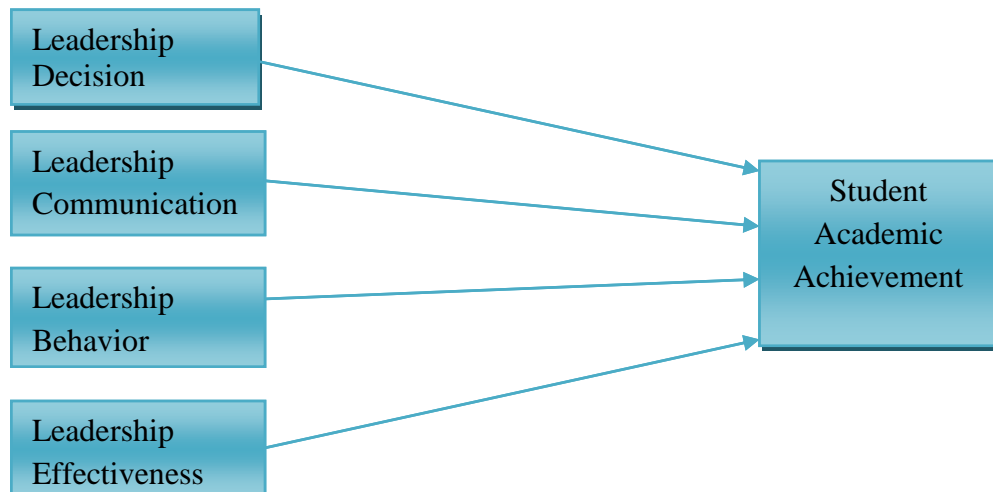
Planning as articulating a shared direction and coherent policies, practices, and procedures for realizing high standards of student performance. Planning helps leadership focus resources, tasks, and people. Learning-centered leaders do not see planning as a ritual or overly bureaucratic. They engage 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).

2.7. 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.



Source; Researcher own view

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this study is to examine the perceived school leadership behaviors which contribute to students' academic achievement.

3.1. Description of study site

Addis Ababa lies at an elevation of 2,300 meters (7,500 ft) and is a grassland biome, located at 9°1'48"N 38°44'24"E Coordinates: 9°1'48"N 38°44'24"E. The city lies at the foot of Mount Entoto and forms part of the watershed for the Awash. From its lowest point, around Bole International Airport, at 2,326 meters (7,631 ft) above sea level in the southern periphery, the city rises to over 3,000 meters (9,800 ft) in the Entoto Mountains to the north.

The annual average growth rate of the population is 2.6%. Based on the 2007 census conducted by the Ethiopian national statistics authorities the population of Addis Ababa is 3,384,569 million; all of the population is urban inhabitants. For the capital city 662,728 households were counted living in 628,984 housing units, which results in an average of 5.3 persons to a household, which also represents all Ethiopian ethnic groups. Addis Ababa is a rapidly growing urban city both in terms of population and economy. It accounts 85 percent of manufacturing industries located (Meshesha, 2009). Resulting, it is a heartbeat of the country's economy. Despite it have a wider role in economic, social, political and administrative perspectives; more than 50 percent of its population lives in absolute poverty (Addis Ababa Finance and Economic Bureau, 2010).

The economy of Addis Ababa city administration composed of three sectors. These are industry, service and agriculture. Based on 2007 over all city assessment service sector covers the lion share of the economy which stood at 77 percent while agriculture, on other hand, was estimated to contribute 1 percent to the city's economy (Addis Ababa City Government, Office of Mayer, 2011). In Addis Ababa there are 10 sub-cities and 116 woredas, also there are 65 secondary and preparatory schools. The researcher conducts the research on eleven government secondary high schools from the selected three sub cities, because of their homogeneity. The researcher is not

considering in to his research the preparatory, private, and missionaries schools because their administrative structure is heterogeneous and due to difficulties to manage the research.

3.2 Research Design

In conducting this study, a qualitative methods design was employed. Hence, a qualitative methods design was preferred in order to address more precisely and effectively to investigate the school leadership behaviors on the contribution towards the student academic achievement. For this research, interpretative phenomenological approach specifically has been selected for this research study due to the desire for exploration around the topic of school leaders, their experiences and how continuous development takes place as a leader.

A phenomenology study includes a group of individuals who have all experienced the phenomenon (Creswell, 2013). The four characteristics of a phenomenology are: it is descriptive, it uses the reduction, it searches for essences, and it is focused on the intentionality (Castro, 2003). A phenomenological approach allows for focusing on grasping the whole meaning of the experience, instead of dividing it into parts without understanding the basic meaning structure, which gives sense to the whole experience.

The experiences of these individuals will propel the body of research available in examining leadership behavior for school leader to contribute for student academic achievement. Due to the aspiration to capture the essence of school leader leadership experiences from the perspective of school leaders including more elusive concepts, a qualitative research approach has been selected.

3.3. Sources of data

In this study, both primary and secondary data sources were employed to obtain reliable information about contribution of perceived school leader's behavior on student's academic achievement.

3.3.1 .Primary sources of data

The primary source of data was collected from the secondary school principals (directors), vice principals and supervisors through interview. The selection of these people as a source of data

was based on the expectation that they have better information and experiences with respect to the study topic.

3.3.2. Secondary sources of data.

In addition, the secondary sources of data was also gathered from documents analysis like students' assessment result, records and minutes concerning issues discussed and decided by leadership in the school in relation to students' academic achievements.

3.4 Population, Sample Size and Sampling Techniques

Although it is very important to include all government high schools from ten sub-cities of Addis Ababa, the research was limited to only the three sub-cities, because of economic and time constraints and also its difficulty to manage the research efficiently. The researcher select three sub cities from ten sub cities by purposive sampling method, namely, Yeka, Akaki, and Gulele. The researcher believes that these three selected sub cities can represent the rest seven sub cities because of their homogeneity characteristics.

During the study time, the sub cities had the following woredas and schools. Yeka sub city had 13 woredas and 6 schools, Akakihad 11 woredas and 5 schools and Gulele had 10 woredas and 4 schools. The study was focused on only the government secondary schools in the selected sub-cities leaving aside the preparatory schools and the schools that are out of the government. This was because of the limited number of preparatory schools and the administrative difference between preparatory schools, private secondary high schools, missionary schools and secondary high schools. Then the researcher took from Yeka 4, Akaki 3 and Gulele 4 secondary high schools sample purposively.

In each selected sample from secondary school there were 1 principal, 1 vice principals, and 3 supervisors in each sub-city. A total of 11 principals, 11 vice principals, 1 and 3 supervisors have to make the total population to be 25 and from these sample data was collected through interview.

3.5. Instruments and Procedures of Data Collection

3.5. 1. Instruments of data Collection

The researcher used qualitative instruments of data collection for the study. There are three basic types of qualitative data that scholars have generated in order to explore their research questions: interviews, observations and documents. A semi-structured interview (i.e. individual) is an overarching term used to describe a range of different forms of interviewing most commonly associated with qualitative research (Anthony H. Normore 2015).

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, 2008).

3.5.1.2. Interview

A semi-structured interview and schedule had prepared, it was for three Sub-City education supervisors. Before starting the interview, the respondents have been informed about the purpose of the study. Moreover, the purpose of ethical consideration, they are informed that no harm would be come to them as a result of their participation in the study. On top of this, they are informed that they are remain anonymous in the presentation any discussions of the results of the study.

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 school leaders behavior to students' academic achievement in secondary high schools. The interview guides used to gather information from a total of nine respondents that selected through available sampling technique to reflect their ideas freely at their work place regarding with leaders behavior. A semi-structured interview questions was prepared and presented to gather the relevant data from 25 interviewees of school leaders. From a total of eleven (11) schools, selected 11 principal, 11 vice principal and 3 supervisor were interviewed. The interviews are recorded using filed notes. Finally the responses of the interviews are analyzed and incorporated in the analysis.

3.5.1.3. Reviewing documents

Reviewing documents are one of the data collection tools that are used to validate or identify the consistency of questionnaires' responses with the respondents included in the study. It focused on records and minutes that show the school strategic plan, students' assessment result, written predetermined task descriptions, job specification and regular check lists of the schools leadership used to contribute the achievement of students' academic.

3.7 Methods of Data Analysis

The initial analysis of the data was focus on interpretation following the concrete and naïve description given by the interviewee instead of a theoretical standpoint from me as the researcher. The transcription of the interviews was organized in computer files as well as in a hard copy notebook. The transcriptions will be read multiple times for immersion of the whole (Castro, 2003).

The researcher was begun to follow the experience of the interviewee and reflect about different possibilities of the meaning of his/her experiences. This process enables me as the researcher to produce meaning where there is consistent non-subjective agreement. The next step is to synthesize and integrate the insights about the meaning units in order to make a final consistent description of the experiences of these school leaders. As a last step in the analysis, once the general description of the phenomenon has been formed, a study of all the protocols was integrated in order to describe what the descriptions have in common. This allows for a coherent and final identification of the essences of the phenomenon.

3.8. Validity

Triangulation, peer review, and member checking will be utilized by the researcher to validate the study (Creswell, 2013). Multiple sources of research will be used to triangulate and corroborate evidence in my study. I distribute rough drafts to the participants allowing them to review and provide feedback regarding my descriptions.

3.9. Ethical Considerations

Ethics is a set of moral principles suggested by an individual or group and which is widely accepted, it entails official rules and behavioral expectations about the correct conduct towards

experimental subjects and respondents, employers, sponsors, other researchers, assistants and learners according to Cohen (2002), Ethical considerations are very important when research is conducted. Accordingly, the researcher was started gathering data in accordance with the informed consent and interest of the respondents. On top of this, it was assured to the respondents that the information gathered was never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents that data have been collected without asking their names.

Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, the researcher also abided by other ethical principles as follow. The researcher was collected data by explaining the purpose of the research to subjects. After securing their permission to participate, the researcher was introduced ground rules to be followed during collecting the data. Practicing the above ethical elements are not only helped the researcher to elicit tangible and adequate data from the subjects but also helped to establish “friendship which is ongoing and over lasting.”

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter deals with the presentation, analysis and interpretation of data. And data collected through interviews were analyzed concurrently.

4.1. Participants Work Experience

Twenty five interviews were taken across the three sub cities in Addis Ababa, all were conducted successfully. Within eleven schools for eleven principals, eleven vice principals and three supervisors' participation of the interview conducted. The discussion began regarding to their educational qualifications, because educational background of individuals are widely believed to be a key source of innovative efforts because his/her attained education level is attributed to cognitive ability, capacity for information processing, tolerance for ambiguity and propensity or receptivity to innovation (Umidjon, Shuhua, J.& R., 2014:13). Then, all of participants were responds as they have above first degree level related to direct secondary school subject matters.

And for next question, an interview question about their experience as well as educational leadership experience in the school compound were developed to prompt discussion regarding the experiences of secondary school leaders and to inform the research of their personal perspectives as current practitioners. Their answer indicates that as a teachers, school principals and supervisors in the study areas were had relatively longer years in preparing school planning, decisions making, building line of communication with teachers, students and parents by participating the stakeholders which is to improving students' academic results and behavioral change as well as the teaching learning process. The participant experience on leadership were more than five years on current position, which help this sector clarify the analysis and interpretation of data on the thematic components focusing on the behavior of school leaders encountered and the conditions under which the contribution on the student's academic achievement.

4.2. Perceived of School Leader Behavior Contribution to Student Academic Achievement

4.2.1. What perception School leaders Behavior that Contribute to Student Academic Achievement?

Respondents were asked about the perceived school leaders' behavior contribution for students' academic achievement, and their responses are organized in the following manner.

Four themes came from their descriptions: based on their response the perceived school leaders' behavior includes the school leaders' leadership decision, communication, leadership behavior, and their leadership effectiveness were a general argument for students' academic achievement.

Leader's behavior

Regarding to the school leaders the leader behavior to student success, as one principal states that;

“On this concern, the school leader behavior has the leading behaviors of inspires and leads new and challenging innovations, provides intellectual stimulation and offering student support before everything must come for them, and I count behavior as a base for student's academic achievement”

Subsequent to this, the supervisor also underlines and explains;

“Schools leader behavior express in terms of inspecting the progress and quality of their result, understanding of their problems, inspires and leads new and innovations, intellectual stimulation, demonstrates high performance expectations and creating a productive school culture and guides and influences the work of subordinate in desired direction. And particularly for students praise and appreciation for effective performances, significant achievements, and advice important contributions to the student's academic achievement”

In addition to the principals and supervisors, two vice principals said on leaders behavior like;

“School leader starts by showing acceptance, concern, and build confidence of students. In order to highly inspire, stimulation and creating productive school achievement as a whole by guides and influences their subordinate in desired trend.”

From this it can be concluded that leader behavior has great impact on creating commitments in students and staff in order to achieve high performance. So, school leaders' behavior has an impact in inspiring the subordinates, providing intellectual stimulation, creating a productive school culture and positively influences the school communities to leads in desired direction. Challenging innovations and also helps in demonstrating high performance in selected schools. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future.

Decision making

From the listed out and explains by the participants widely were the school leaders decision making method and procedure. Based on this theme, the supervisors agreed all of them as;

School leaders have to encourage shared decision – making with the school community including staff, students and parents. Because most of the school activities are required team work, so the school leaders at the beginning of the academic year established different committee for different activities, including the students. This implies, leaders decision base taken by participatory and work together with school community in every decision-making, setting meeting agenda, exchange ideas and views of how to run the schools.

Moreover, one principal tells that what seems like the school leader decision making;

“The school leaders should provide opportunities for students to make decisions about their visualization, to be involved in school wide decisions and encourages shared decision making with the school community. And developing the structures to foster participation in school decisions have a role in creating conducive learning-teaching process which highly motivate and raise the student achievement in academic especially, beyond the school community.”

The vice principal also states about the school leaders decision contribution in student academic achievement both directly and indirectly.

Let's state the three vice principals as follow;

“The school leader decision making process if there is a participation of stake holders widely in decision making, it helps the leaders in collecting sufficient information for

making trusty for their decision. And make the stake holders (teachers, student, parents and educational experts) a consultative affair done by a committee of professionals to drive better functioning of a school. Hence, the performance increment of the school function indirectly contributes to the student success, through facilitating education materials and solving common problem in the school compound.”

The other vice principal express the school leader decision making process as a direct role and contribution, as;

“The school leaders participating the stakeholders during identifies the priorities issues, communicate visions in the preparation of planning and involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders, giving responsibilities to the school leaders have a direct role for student’s academic achievement.”

And, the other vice principal related to decision making said that;

“I think the school leaders decision making not directly contributed for the students’ academic achievements. But, by their decision contributions indirectly by facilitate the teaching learning processes like preparing school plans focus on students’ results and follow up the implementation. As well, making the expected support to improve student results in way of set up experimental class room, develop different assessment techniques, identifying the priorities and to solve common instructional problem.”

From the rest of the respondent, the participation of the stakeholders in identifying the priorities issues and communicates visions in the preparation of planning, and decision makes process assign the leaders to have high contribution in the student’s academic achievement. The participation of the community in the planning of the school development activity is important for various reasons. It would be seen that each community has knowledge, skill and experience to benefit the school by serving on planning-committee, finance, and building or community relations.

Furthermore, regarding to decision making in school reviewed documents exemplify that; hence, decision making is the process of defining problems, generating alternative solutions, choosing one alternative and implement it (Holt, 2004). Decision making is a key management function which determines the success or fail of our organizational goals because all organizational

activities can be interpreted best in terms of decision made so far, participation in this aspect is not an easy task that could be carried by a certain individuals.

In Addis Ababa city administration trends, strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE, 2005). The document outlined the main components of school management and administration as: head teacher and assistant head teacher; school management committees at various levels (comprising teachers, students, parents and representatives of the local community); and educational experts and supervisors working at various levels outside the school. These parties are expected to take responsibility for problems and weaknesses that arise in schools, and they play leading roles in implementing effective practices and decisions (MOE, 2007). As compared with the other policy documents discussed above, the SIP gives more decision making power to the school principals. School principals are responsible for making parents and the school community aware of school improvement plans by using school newspapers, magazines, pamphlets and meetings.

Communication

Communication is a basic need for human life. People communicate for a variety of reasons one of which is to create common understandings. In schools communication happens at all time, in all direction, and in many ways.

The principal replies regarding communication behavior of school leaders;

“The school leader’s to begin with teaching and learning process should build and establishes strong lines of communication with teachers, students and parents, communicates the school’s plane effectively to members of the school including students, develop quality contact and interactions with teachers and students and sets a direction, motivate and inspires students for the quality education. In order to contribute to student academic progress, while in all resolving, settle problem and achieve the target vision.”

While, the other school principal also responds that;

“The school leaders have very high quality contact and interactions with teachers and students and set a direction, motivate and inspire people to follow them. The leaders were highly communicating the schools plane effectively to members of the school. On this

case, establish a strong line of communication with teachers, students and parent's easily communicated and understood the school leader's behavior."

For instance, one supervisor said;

"Before everything judge knowing and understanding communication is necessary. Because, communication have many barriers which tackle learning and teaching process in the school. When come to the topic, a goal of school leader communication effectiveness to the student that helps to improving academic performance. Communication is vital to overall school co-ordination. In order for a school to organize itself to accomplish its goals, maintain it in good working order and, at the same time, adapt to changing circumstances and sound procedures are essential for communication."

The vice principal also strength the above expression and express that

"The school leaders communicate the visions and direct all action towards achieving the goal, in the school have to give attention."

From the interview, the responses summarizes as participating stakeholders like family representatives and concerned body in planning and communicating the vision is commonly practiced in the schools. Effective leaders communicate the vision and direct all actions towards achieving the vision. This helps in preparing a set of decisional action for the future directed at achieving goals by option and means. The communication standard requires that school leaders be responsible for articulating the vision leading an effective instructional program, managing all aspects in school ethically and professionally, working in partnership with communities including students, families, and teachers.

Leadership effectiveness

Successful leadership is determined by the leaders' abilities to sustain human relationships that enable, as well as allow, people to get extraordinary things done on a regular basis. Then, the school leaders established systems to control the teaching and learning process and they identify their weak and strong side for the future improvement'.

The vice principal responds that;

“The school leader has to communicate in appropriate, productive, meaningful, helpful, and healing ways with teachers, students, parents, colleagues, as well as a vast array of others, whether individually, in small groups, or even masse. Those who follow expect their leader to be a role model for how they should behave, model what they expect of others, and admit when they are wrong.”

The other vice principal also states about leaders effectiveness;

“The school leaders effectiveness in terms of agreed, stating, for leadership to function well, leaders and followers must be bound by a shared identity and by the quest to use that identity as a blueprint for action. When accomplishments are recognized and efforts are valued as part of the school culture, staff and students will all be more motivated to work hard and support change. Hence, leaders’ effectiveness makes the student harder and achieves their academic mission.”

On the other hand, the one principal elaborate that;

“The school leaders’ effectiveness perception remarked that one of the most important ways one leads by example is through keeping promises. Keeping promises and admitting mistakes builds others’ confidence in the integrity of the leader, giving them an additional reason to trust the leader and modeling as the area of the leader’s greatest influence. Through showing respect and support for their student, the effective school leaders set examples. Remarking that school leader’ model strategies to handle disputes between teachers and students, parents and students, and even teachers with teachers. And the student attempt to visualize the example leader which makes them successful in their academic status.”

The other principal also indicates concerning the leaders effectiveness;

“As a school leader setting direction through communication that requires the effective educational leader to work to develop and endorse a school vision that encompasses the best theories and ideas on teaching as well quality teacher leadership aligns with professional learning to help achieve the school’s shared vision for student learning. In addition to this, with a line of chain observation and feedback seems to be associated

with better student performance. So, setting teaching performance standards and regular classroom observation helped to improve teaching. Student achievement seems to be advanced when teachers are held accountable through the involvement of principals and external inspectors in monitoring lessons.”

One supervisor tells in energetic manner;

“The school leader effectiveness expresses and starts with vision, and vision is necessary to align, as well as inspire actions of members of the group. Without vision, the students has no direction; and students are left to do what they feel is right, requiring them to constantly check with supervisors for reassurance of their decisions. Tangible rewards will not earn increased commitment, but demonstrating genuine concern and respect will. There also challenges help leaders know who they really are as well as who they can become. In a school that takes risks, the students challenged to rethink their assumptions and gain understanding and mastery over complexities of needed changes one step at a time to reach for their academic achievement.”

Finally, the other supervisors’ said that;

“The school leaders establish standard performance, measuring actual performance and comparison of actual performance in the schools. And control is very important to achieve objectives in guiding and taking corrective actions. Controlling and problem solving refer to developing incentives, generating creative solutions, and taking corrective action.”

To sum up, the school leaders as ones who will need to develop their skills in cheerleading and coaching; personal contact, recognition, and appreciation are extremely important and strategic uses of time; however, time is often not allocated to these activities because leaders are busy spending their time in ways that are expected, not ways that are effective. The key to successful leadership performance is the heart and spirit infused into relationships among people, their efforts to serve all students, and a shared sense of responsibility for learning, human relations to be a combination of using the heart and head when working with colleagues and students.

In addition, the document review shows that school leaders should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying an effective leader is available to teachers, staff members, parents, students, and

community members. Leaders have good controlling behavior they can calm in difficult situations, thinks before they act. Priority areas identified included increasing effectiveness and efficiency through decentralized educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE, 2008).

4.2.2. How perceived leader's behavior contributes for student's academic achievement?

The contribution of school leaders to student academic achievement was prominent. The interview response of principals, vice principals and supervisors view on how they contribute for students' academic achievement was summarized in the following mechanism.

Same principals and vice principals believe and tells that the way of leaders behavior contribution for student can be;

School leaders set the directions of such specific leadership practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Not only this but also, by monitoring organizational performance and promoting effective communication throughout the organization. And by recognizes and celebrates accomplishments and acknowledges the failures. The student intends to take lesson from the above perspective and leads them for achievement in their academic.

In addition, in support of the above statement the supervisors shares common idea with different approaches and argued the contribution ways for student academic achievement expressed;

The school leaders by giving high attention to motivating students for increasing the maximum effort in the teaching and learning processes, by communicate the school vision for the school community to share and maintaining a safe and effective learning environment by empower and trust others to act at the school activities, through provide intellectual stimulation and offering individualized support for student's academic achievement. In addition school leaders frequently monitor the teaching activities nearly for improving the student's academic achievement.

The rest other participants expression generalize as; student academic achievement enhanced through creating conducive teaching learning environment, recognizes and celebrates accomplishments and acknowledges failures, giving opportunities for participating the stakeholders in the school activities, motivating teachers and students, creating team work in the school, communicate the vision and direct all actions towards achieving the vision, providing intellectual stimulation and offering individualized support, maintaining a safe and effective learning environment, monitoring teaching and learning activities and empower and trust others to act, the school leaders were implement to improve students' academic achievement.

Whereas, the school leader's tasks also flow through schools and addresses up on these domains: focus on learning, monitoring teaching and learning, building learning communities, acquiring and allocating resources, and maintaining a safe and effective learning environment for the overall teaching and learning process, in particular, for the student academic achievement.

4.2.3. To what extent does the leaders' behavior contribute students' academic achievement?

From the question perspective the leaders' perceived behavior contribution to students' academic achievement heir discussed.

Especially, school leaders direct and supervise the development, delivery, assessment, and improvement of the education of all students in their school. School leaders supervise teachers, evaluate their performance, assign them to classrooms, and create teaching schedules. They interact directly with students by monitoring their conduct and by disciplining students who are, for example, frequently truant or disruptive. They also act as liaison between school communities and the school itself, implementing policies passed down by authorities, and then communicating feedback on the success of those initiatives.

The extent of the perceived school leaders behavior to the student academic achievement with respect to the leadership behavior, communication, decision making and effectiveness the following wide-ranging ideas in sum up organized manner.

The school leaders' behavior contribution for the student's academic achievement, coverage;

The school leaders spent their full time to maximize the student's achievement through observing the student academic result frequently and communicate with parents about the

student performance. On the other hand school leader's gives high attention for students with special needs. The school leaders not only managing the teaching and learning process also they were allocating and controlling the wisely use of school resources. Providing discussion with teachers and students about their academic performance was one of the systems to improving student's achievement.

The school leaders behavior contribution for the student's academic achievement, up to;

The extent of observe the student academic result frequently, communicate with parents about the student performance regularly, discussing with teachers and students about their academic performance regularly, supervising class rooms and supporting on the identified weakness in the teaching and learning activities, giving special attention for students with special needs.

The school leaders' behavior contribution for the student's academic achievement, the degree;

The extent, motivating teachers, students, supportive staffs and stakeholders based on their performance on the student's academic achievement, preparing achievable plan and modeling others by their performance, bring behavioral change of the students towards their academic achievement and acquiring and allocating resources.

And also, the school leaders behavior contribution for the student's academic achievement, up to the level;

The extent school leaders encourage students for their better contribution in academic achievement, participated of the stakeholders in different decision making and planning, monitoring and supervise the teaching and learning activities. Whereas the leading behavior is required more impatience with others and situations but in practice it is a very high challenges of the school principals. This implies that fulfillment of conditions in participate the stakeholders in the preparation of planning, participate stakeholders during decision making, leading behavior, controlling behavior and communication behavior factors the better in better student's academic achievement.

To finalize the remaining participant responses, leaders in moderate condition to observing the student academic result frequently and leaders communicate with parents about the student performance regularly, leaders are discusses with teachers and students about their academic performance, supervising class room and supporting on the identified weakness in the teaching

and learning activities, giving special attention for students with special need, motivate teachers, students, supportive staffs and stakeholders based on their performance, preparing achievable plan and modeling for others in their performance, bring behavioral change of the students towards their academic achievement, and acquiring and allocating resources related to contribution for students' academic achievement.

4.3. Document review on Students' academic Achievement

The number of students promoted to preparatory schools based on the document review (Appendix III) above average number of students promoted to preparatory schools from year 2004-2007 E.C shows in Appendix III the students' performance on the national examination was half of the students were join in the preparatory schools.

According to Bottom and Fry (2009), school leaders can profoundly influence students' academic achievement through consistence motivation and providing praise. They further explain that students are more motivated when they are reinforced frequently in front of their peer groups and parent. From school documents, it was analyzed that parent- school conference was conducted three times in a year especially at the beginning of the year, first semester ending and at the end of academic year. Parents were asked to come to schools for the discussion about the students' academic and behavior progress and for collecting finance to fulfill inputs that related to teaching and learning. As instructional leader, school principals have the responsibility of contacting parents to inform them about students' academic progress so that school-parent partnership could be created for better students' academic achievement.

From the document analysis, the most issues raised on staff meeting were urgent agendas required decision such as: exam day, department activities, clubs activities, and tutorial activities. Academic issues such as; problem of learning- teaching, students' academic achievement and instructional efforts of school leaders were also discussed on teachers meeting.

From the documents, it was analyzed that the tutorial program the schools prepared was mainly about instructional progress missed by teachers. This confirmed that related skills with contents were included. As good instructional practice the schools required to include additional portion for improve students' academic achievement. This is very important especially for students who are taking national examination.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter deals with summary, conclusions and recommendations. The first part presents the highlights of the context for the research undertakings and the major findings while the second and the third parts cover the conclusions reached and the recommendations suggested respectively.

5.1. Conclusion

The perceived leader's behavior is a means for achieving effectiveness of students learning and teaching process. Therefore, the central purpose of this study was to examine the perceived contribution of school leader's behavior on student's academic achievement in Government Secondary schools of Akaki kality, Gulele and Yeka Sub City in Addis Ababa City Administration. To achieve the purpose, the researcher follow qualitative approach through interpretive phenomenological analysis method and formulates what, how and to what extent contribute research questions to examine the perceived contribution of school leaders for academic achievement at secondary schools.

Four themes came from interview question response, the perceived school leaders' behavior includes; the school leaders' leadership decision, communications, leadership behavior, and their leadership effectiveness were a general argument for students' academic achievement.

school leader's behavior contributes for student's academic achievement through creating conducive teaching learning environment, recognizes and celebrates accomplishments and acknowledges failures, giving opportunities for participating the stakeholders in the school activities, motivating teachers and students, creating team work in the school, communicate the vision and direct all actions towards achieving the vision, providing intellectual stimulation and offering individualized support, maintaining a safe and effective learning environment, monitoring teaching and learning activities and empower and trust others to act.

The school leader's behavior contributes for student's academic achievement up to the extent to observe the student academic result frequently, communicate with parents about the student performance regularly, discussed with teachers and students about their academic performance

regularly, supervising class room and supporting on the identified weakness in the teaching and learning activities, giving special attention for students with special need, motivate teachers, students, supportive staffs and stakeholders based on their performance on the student's academic achievement, preparing achievable plan and modeling for others in their performance, bring behavioral change of the students towards their academic achievement and acquiring and allocating resources

5.3 Recommendations

On the basis of the research question discussion of the study, the following recommendations are forwarded with the view to improve the perceived behavior of school leader's contributions for student's academic achievement of the Addis Ababa city in general and to the study area in particular.

For school leaders:-

A school plan which is developed without participation of stakeholders, decision making without the involvement of stakeholders, in the absence of line of communication, may face a great challenge during implementation of the school plane related to students' academic achievement . Therefore, school leaders should convince, inspire participate responsible bodies such as parents, teachers and students through creating awareness, continuous discussion and work with them.

Creating conducive teaching learning environment, Recognizes and celebrates accomplishments and acknowledges, by giving opportunities for participate the stakeholders in the school activities, motivating teachers and students, creating team work in the school, communicate the vision and direct all actions towards achieving the vision, providing intellectual stimulation and offering individualized support, maintaining a safe and effective learning environment, monitoring teaching and learning activities, and empower and trust others to act.

supervises class room and supporting on the identified weakness in the teaching and learning activities, gives special attention for students with special need, motivates teachers, students, supportive staffs and stakeholders based on their performance, prepare achievable plan and modeling for others in their performance

Controlling behavior is very important in guiding and taking corrective actions in organization in order to achieve desired goal. The schools should focuses on establishing standard performance, measuring actual performance and comparison of actual performance with planned activities in the schools very important in student's academic achievement.

Up on the discussion, communication is very important for schools to organize itself to accomplish its goals, maintaining good relationship in working environment. The school management should establishing lines of communication with teachers, students and parents in

order to communicate with school community which helps them to achieve effectively the desired goals.

For sub-city supervisors:-

On Supervises the whole school activities from planning to implementation and support on the identified weakness in the teaching and learning activities, the findings of the study revealed that, leaders do not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention. To this end, the sub city education office and Addis Ababa City Administration Education Bureau supervisors in collaboration with Ministry of Education and other voluntary organizations must provide training for school leaders on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the classroom; student evaluation skills; school self-evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement curriculum.

For cities and sub-city education offices:-

Acquiring and allocating resources related to contribution for students' academic achievement, the school leaders has the gape of knowledge and skills in the leading of peoples, spending most of their time on the written activities, has inability to set a direction and motivate and inspire people to follow, has challenges to aligned the school activities with school goals, has the behavior of defensiveness shows to take criticism, has challenges on inability to be direct when there's a problem, has impatience with others and with situations. Therefore, education offices should visit the school in a sustainable manner and discuss with school leaders about the school problems, identify problems and give technical support including training to fill the gap of school leaders, by using mass media create awareness for the societies to develop the ownership behavior in the management of the whole activities of the schools. Permanently the education offices visiting the schools that helps to them to identify the problems of the schools leaders and they can initiate to eradicating the observed problems depend on the nature of the problems.

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Appendix I

Interview Questions

For school principals, vice principals and Supervisors

I. General Information

1. Name of the school _____
2. Academic qualification: _____
3. Your Major Subject _____
4. Experience in terms of educational service year and leader _____
5. Your Position at this school: _____

II. Perceived Leader's Behaviors that Contribute for Student's Academic Achievement

1. What are the perceived school leader's behaviors that contribute for student's academic achievement?
 - 1.1. Please explain, perceived school leader's behaviors _____
 - 1.2. How you express student's academic achievement _____
 - 1.3. Do you believe perceived school leader's behaviors that contribute for student's academic achievement? What are they? (please list out and explain)

2. How perceived school leader's behavior contributes for student's academic achievement?

 - 2.1. In what way you suggest the school leaders' behaviors to contribute to student academic achievement? _____
3. To what extent the perception of leaders' behavior contributes for students' academic achievement? _____
4. If you have any additional comments or information related to the school leaders behavior please welcome _____

Appendix II

A Guide for Document Analysis and observation checklist

Sub city _____ Name of the school _____

No	Items							
							Yes	no
1	Are there records show students' educational results scored on the national examinations of grade 10							
2	Is there document that reveals percent of the students who took the national exam and have scored pass mark to the next grade and scored 2:00 and above?							
3	Do the schools have strategic plan to influence student success?							
4	Are there documents that show classroom observation made by the school leadership and feedback given for teachers on academic issues of the students result?							
5	Do the schools have written predetermined task description and job specification for each leaders and other post at each level?							
6	Do the school record and rate students' academic progress in using regular check list in each class?							
7	Do the schools have minutes on the regular base concerning different academic issues?							
8	Result of students on national exam From the school roster	Year	The students that have been taken national examination	Score $\geq 2:00$	Joined 11 th grade	Score $<2:00$		
		2004						
		2005						
		2006						
		2007						

Appendix III

The table below presented students sat for national examination, those promoted to preparatory school and those failed.

Table 1. Grade 10 Students' National Examination from 2004-2007 E.C

Academic Year in	No of students sat for national exam			Promoted to preparatory schools			%	Not Promoted to preparatory schools			%
	M	F	T	M	F	T		M	F	T	
2007	2717	3439	6156	1861	2711	4572	74.27	856	728	1584	25.73
2006	2189	2898	5087	1615	2013	3628	71.32	574	885	1459	28.68
2005	1981	2645	4626	1019	1689	2708	58.54	962	956	1918	41.46
2004	2035	2996	5031	1329	1738	3067	60.96	706	1258	1964	39.04

Source: from Akakikaliti, Gulele and Yeka sub-city exam registration document