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TECHERS' AND STUDENTS' VIEW ON STAKEHOLDERS' PARTICIPATION IN SCHOOL LEADERSHIP IN GENERAL SECONDARY SCHOOLS OF NEKEMTE ADMINISTRATIVE TOWN

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Abstract

The purpose of the study is to investigate and assess the effectiveness of the techers' and students' view onstakeholders' participation in school leadership in general secondary schools of Nekemte town. school stakeholders' participation in school leadership in four government schools of Nekemte town .The samples were include 8 principals ,59 teachers (department heads unit leaders, class room teachers) and 76 students of four secondary schools,8 school PTA members, two KETB of sample schools and one town education supervisor selected through simple random sampling technique and purposive sampling method . Both quantitative and qualitative research methods are employed and data is collected using questionnaire, interview, focus group discussion and document analysis. Method of statistical analysis with statistical and presentational system softy ware(SPSS) using percentage ,mean, and t- test are conducted on school stakeholders active participation in school leadership in secondary school of Nekemte Town. Totally 155 respondents were selected. The finding of the study reveals, KETB, PTA, teachers, and students do not actively participate in school leadership to promote teaching and learning process and to minimize disciplinary problems around the schools that sometimes can disrupt the normal teaching and learning process. From these, we conclude that the school stakeholders do not work hard cooperatively with other school communities ,teachers, principals concerning school administrative works like planning organizing, implementing and evaluating school activities. It is recommended that stakeholders need to mobilize and facilitate parents, community. to actively participate in the school leadership, school planning, implementation and evaluation. In addition they must know the school mission and vision. The school community also needs to have clear awareness about the concept of peaceful learning environment.

The parents need to follow up their student (children) in the school and out of the school. They should participate in school planning, and leadership. Parents should establish home environment to support children as students home visits.(parenting) and parents to help their children at home to promote students' academic achievement in schools. Parents have to advise and control the misbehaving of students with their teachers

***Key words**: Stakeholders participation, school leadership, General secondary school and Nekemte town*

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ACRONYMS

BOG: Board of Governors

EGSECE : Ethiopian General Secondary Education Certificate Examination

FDRE: Federation Democratic Republic of Ethiopia

FGD: Focus Group Discussion

GEQIP: General Education Quality Improvement package

KETB: Kebele Education and Training Board

MoE: Ministry of Education

NGO: Non-Government Organization

PTA: Parent and Teacher Association

SMC: School Management Committees

SPSS : statistical and presentational system softy ware

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CHAPTER ONE

1. INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of Study

In relation to the tasks expected from the school stakeholders, school leaders, school management, school community, family and city education office work together for effective participation. Different authors and researchers have developed different conceptual frameworks based on the characteristics of effective schools and effective leadership principles (Snyder, 1983)

If there are ambiguities in role division in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal frictions between the stakeholders. In both developed and developing countries and especially within the last thirty years there has been a growing move through legislation to involve parents in the education of their children through school governing bodies. The move resulted in the transfer of powers and responsibilities from local authorities to individual schools. Therefore, through legislative reforms, school leaders received a legal backing. Decision-making was evolved to school governing bodies (Field, 1993).Through legislative reforms, the governors received statutory responsibilities (Wilson, 2001) and became part of the schools' leadership (Early, 2003).Therefore, the collaboration of the school stakeholders and leadership play important role with the intension to make teaching and learning more effective and to give quality education .

Most educational experts consider school leadership as the driving force and main source of the school development and academic growth of students (Mirkamali, 1995).The Educational and Training Policy of Ethiopia (MoE, 1994) states that the policy also gives emphasis to the system of educational management that improves the leadership effectively. Besides, educational organization and administration shall be restructured in accordance with the decentralization of power from central government that is being implemented.

Many stakeholder groups need to have a direct or indirect participation in schools and school leadership, and commission reports on the state of education have lamented the lack of involvement of stakeholders in decisions that affect them (Patterson, 2002). There is, however, little research on how these groups affect the work of superintendents and principals. Certain themes are evident in the practitioner literature, most of which look at the ways in which stakeholders block or obstruct the work of school leaders, or point to ways in which their volunteer energy can be correlated to improve the work of schools.

Understanding the use of education in building capacity of human power, so far the Ethiopian government (MoE, 1994) has stressed to increase the coverage of education equitably, but it has now shifted its attention to improve quality education through the professional instruction leaders. It has also started quality education initiative called "General Education Quality Improvement Package (GEQIP) of 2007. Some of its programs focus on school improvement and continuous professional development of instructional leadership and teachers. In addition professional improvement of teachers and school leaders' the program also encompasses educational planning and management, efforts of students, parents and the suitability of school environment packages (Crow, 2003). This is because it is believed that the effective and efficient educational institutions are dependent on the quality of performance of the staff including instructional leadership. Thus, instructional leadership has great need to get appropriate professional competence to achieve the goal of the school. As Nsubuga (2003) states improved efficiency is needed and can be achieved through management reforms; improving the learner- teacher ratio. Sparks (2003) also advises that increasing teachers' time on task, reducing repetition and improving accountability of school leaders will add the efficiency which in turn support to bring the quality of education

Therefore, in this study, the researcher was examined the stakeholders participation in school leadership of four General Secondary Schools of Nekemte Administrative Town, namely; Darge , Biftu Nekemte ,Dalo and Dire Jato secondary schools. Totally this research included 880 students population, 195 teachers, 10 school principals,12 PTA members,6KETB members ,one supervisor and one educational office head and the totally

population is **1106**. If the school stakeholders participate effectively in school leader ship the students achieved fruitful academic performance in secondary schools of Nekemte Administrative Town.

1.2. Statements of the Problem

Effective school stakeholders influence school leadership and students' performance, whereas educational leadership organizes the interrelationships of the educational environment. Besides, standards of teacher's play great role in school leadership, effective teaching and improve educational outcomes for the students.

School leadership lead processes to improve student performance by evaluating and revising programs, analyzing student's assessment data and taking account of feedback from parents/ caregivers. This is combined with a synthesis of current research on effective teaching and learning (Parkay and Hass, 2005). Therefore, educational leaders need to be informed in all these areas.

The historical development of Parent-Teacher Association (PTA) in both the developed and developing countries is partly linked to school board of governors' failures and partly due to the need for extra financial support from the local community for school development (Hurt, 1985).

In Pakistan Parent-Teacher Association (PTA) and School Management Committees (SMC) were created in the light of National Educational Policy of 1998. It is assumed that it was set up to raise extra funds for school development; however, later on there seems to be a growing feeling that Board of governor (BOG)s are politically elected and therefore are not the right forum to address the interest and needs of parents and the community participation in general (World Bank, 2008b).Therefore, PTAs are seen as a better option. Macbeth (1990) has identified six purposes of a parental association but warns that they may conflict in their roles by being unable to provide support for teachers, to represent parent's interest, to provide a forum for educational discussion and a means of communication, to foster educational partnership between home and school for the benefit of children, to assist members who have difficulties, and to advance an ideology (e.g. religious, educational etc)

Parents could play great role in managing the school, by participating in crafting the school vision, raising funds for the school, contributing labor, participating in curriculum design and helping their children learn and achieve better. Studies show that the role of parents during a child's earliest years is the single biggest influence on their development. Good quality home learning contributes more to children's intellectual and social development than parental occupation, education or income. The parents' role is giving support for their children's education, making their home, a good place for learning (Araya, 2007).

Regarding parents role of support for their child's education, a research study by (Desforges and Abouchaar, (2003) states that, "Nearly half of a child's achievement in school can be accounted for by factors outside the school, including parent support." The most important support any child can receive comes from the parents. This support rendered by parent's ranges from being responsible for making sure that the child arrives at school, well-rested, well-fed, and ready to learn, and setting every material for their children. The parent needs to be a positive role model for the child in helping to shape the child's opinions and attitudes about learning.

In relation to parent's role in making their home a good place for learning, they can also encourage their children to read by themselves. It is also important for children to see their parents' reading. Trips to the local library which are always praised and encouraged by parents have a positive influence on the child's motivation and confidence in becoming a successful learner.

Furthermore, parents help their child by checking student's homework to be sure it is complete and ask their child questions about the homework. However, are not expected to complete for the child (Desforges and Abouchaar, 2003).

Most parents are not aware of the rules and regulations of the school. Thus, their participation in school based activities (planning, implementing and evaluating) is poor because of lack of transparency and commitment from school principals (Tamasgen, 2006E.C).

Most parents in Nekemte Town government General secondary schools may not be able to help their children. As I was analyze the document from two school Biftu Nekemte and Darge General secondary school case of discipline four male and one female total five students out off the school for one year in 2007 by decision school PTA and also some of students do not come punctual at school time and did not do home work every day then they registered in document.Therefore, some of the students in this school are not well-disciplined, not punctual, and did not do their homework. This has a negative impact on the students' academic performance.

School leadership has become a top priority in Ethiopian Education policy (MoE, 1994) because it is believed to play a key role in improving the relations between the outside world and the individual schools, school policies and practice in the classroom. Hence, Pont and others (2008) Argue that effective school leadership is essential to improve the efficiency and equity of schooling.

Despite Ethiopian government's education policy which aims to ensure the delivery of efficient and quality education at all levels, the performance of secondary school students has still remained poor, and the quality of education is generally declined. If we just take a simple statistical data of Nekemte Town education office in 2008 EC, it discloses that the schools performed very poor in Secondary School Leaving Certificate Examination. The statistics in this report shows that from all students who sat for Ethiopian General Secondary Education Certificate Examination (EGSECE) only 51.34% in 2005, 47.7% in 2006 and 35.65 in 2007 respectively passed to Pre College program. This indicates that 48.66% of the students in 2005, 52.3% of the students in 2006 and 64.35% of the students in 2007 were not promoted. This shows that the academic achievement of the students in Governmental General Secondary Schools of Nekemte Town has been very poor.

Therefore, the situation may require new school organization and leadership approaches in order to enhance efficiency and to bring quality education in public schools for what has been observed in government high schools is discouraging. This is why the achievement of students as well as their discipline is deteriorating from year to year. Therefore, other things being constant, this has triggered the researcher to study the significance of school leadership in providing efficient educational service in the study area.

The common problem in Government Secondary Schools of Nekemte Administrative Town shows that lack of appropriate and effective collaboration of the school stakeholders in leadership could result in the deterioration of school performance and student's academic achievements. Many stakeholder groups have a direct or indirect interest in schools and school leadership, and commission reports on the state of education have lamented the lack of involvement of stakeholders in decisions that affect them (Patterson, 1993).Most of the researcher's studies a research were conducted on school leadership, community participation on school in different areas of Ethiopia. For example According to Habte S/ Alemayehu (2014) in his research Practices and Problems of Community Participation in Secondary Schools in Central Zone of Tigray, community members have to receive feedback about their involvement and acknowledged for the efforts they made to help schooling so that they can realize and get lessons that they can make a better participation, this, in turn encourages the community and renews their motivation for further cooperation in the school.

Community participation depending on the area of involvement takes different types UNESCO (1985).Despite the over simplification of the frames in depend on the true nature of the relationship that exists between the community members and schools, the ladder could be used as a tool for understanding the level of Community participatinon in education or schooling Yodit, (2005).

But there were no studies about state of stakeholders' participation in school leadership and students' performance of general secondary school (grade 9-10) of Nekemte town.

So, the intention of this study was on the state of school stakeholders' participation in school leadership and students' performance. As a result, the researcher feels that there is a gap that needs to be assessed comprehensively about the current practices and challenges of school stakeholders' participation in school leadership and students' performance in secondary schools of Nekemte town, Oromia Region. The interest to take up this topic as an area of study emanates from the real observation of the problem since I have been working in secondary school of the town for more than ten years. Besides teaching, I have got a good opportunity to work as academic vice director in one of the secondary schools for five years. These conditions inspired me to look into the problem closely.

1.3. Research questions

The researcher, on the basis of experience and observation realizes that most of the students in Secondary Schools of Nekemte Administrative Town do not perform well in the National Examination.

Generally, the purpose of this study was to assess the effectiveness of stakeholders participating in school leadership role to promote students' academic performance and to identify the major influencing factors affecting the role of Secondary Schools of Nekemte Administrative Town.

Thus, the study attempts to obtain reliable response for the following basic question

1. To what extent do parents, PTA and KETB influence school leadership?
2. How do teachers and students affect the school leadership of Secondary Schools of Nekemte Administrative Town?
3. What are the major challenges that affects stakeholders participation in supporting school leadership at Secondary Schools of Nekemte Administrative Town?
4. To what extent do the school stakeholders participate in school leadership to promote students academic achievement of Secondary Schools of Nekemte Administrative town?

1.4.Objective of the Study

1.4.1. General Objective of the Study

The general objective of this study is to identify stakeholders' participation in school leadership in learning and teaching performance of student at Secondary Schools of Nekemte Administrative Town.

1.4.2. Specific Objective of the Study

The study is designed to achieve the following objectives:

1. Assessing all stakeholders' participation in making school leadership effective.
2. Identifying each stakeholder's contribution in school leadership and students performances.
3. Evaluating the role of stakeholders and its impact on school leadership and students achievement.
4. Investigating factors that the school stakeholders participate in the school to promote students academic achievement.

1.5. Significance of the Study

The findings of the study may have the following significances:

1. Providing information about the existing situation for national, regional, town and zonal educational officials on the current status of school leadership in secondary schools.
2. Giving pertinent and timely information to principals, teachers, supervisions, committee members and educational officers, parent teacher association, educational and training board member and students in the study area concerning the existing system and practice of school leadership.
3. High lighting the major contributions of school leadership in providing efficient educational service.
4. Serving as a starting point for other researchers who are interested to do their research in this area.

1.6. Scope of the Study and Limitation

1.6.1. Scope of the study

Nekemte Town is located in east Wollega to the west of Addis Ababa about 328 km. The research would be more comprehensive and inclusive if it covered all the secondary schools which are found in the Town. However, the researcher delimited the area of the study to Nekemte Administrative Town government secondary schools due to time and financial constraints and to make the data collection less costly. The schools was be selected from Secondary schools grade 10 in Nekemte Administrative Town, namely; Darge , Biftu ,Dalo and Dire Jato secondary schools. In this study, the challenge and lack of external and internal school stakeholder's participation in the schools leadership and the external conditions of the school will mainly focus on performances, guidance, commitment and support provided by each school stakeholders. The study should try saw the state of stakeholders' participation in school leadership.

1.6.2. Limitations of the Study

It is obvious that research work cannot be totally free from limitation. At the time of collecting data from the schools the security is not good. However, there was shortage of materials to read, understand and decide on the literature pertinent to the research topic. In addition to this,

there were financial constraints to collect important documents such books and photocopying internet materials and above all, problem of computer to write the work on time. Finally, lack of experience in research work was important limitation to complete this research on time.

1.7. Definition of Terms

Leadership: is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement

Stakeholders: different definition and may be viewed from different perspectives by several scholars, however, in this study it means that PTA, KETB, and Teachers and students school directors and supervisors.

School performance: In the context of this study, school performance encompasses the full range of activities that would characterize a school as being successful. This would, in Addition to academic performance, includes well motivated and committed teachers, learner satisfaction and involvement, parental involvement, a clean orderly school environment and strong principal leadership, amongst others. The definition is thus wider than merely academic performance in terms of pass rates and success in national examinations

Secondary school: refers to a school system following the elementary school and solely established to offer secondary education to students from grades (9-10).

School leadership: is a process of influencing people based on clear values and beliefs and leading to a vision for the school. In the context of this study, it includes school managements such as directors and other responsibilities to manage the school

Students discipline: refers to conduct or students misbehaver

Students achievement: refers to a student's academic ability and the performance him or her

Disciplinary problem: As forms of disruptive and anti social behavior, which in this case, contribute to the high stress levels of educators such as resistance to teacher.

Government school: school fully runs by the government as per proclamation No260/1984 in Ethiopia

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1.8. Organization of the study

Basically, this study contains five chapters. The first chapter comprises introduction that is constituted of: the background, the statement of the problem, the basic questions, the objectives of the study, the significance of the study, the scope of the study and the limitations of the study. The second chapter is deals with the review of related literature.

Chapter three dealt with design and methodology of the study while chapter four is concerned with presentation and interpretation of data and the last chapter is constituted of the summary, conclusion and recommendations.

CHAPTER TWO

2. Review of Related Literature

It is clearly known that the problem of the state of stakeholders' participation in school leadership and students' academic achievement at government secondary schools of Nekemte Administrative Town. This part of the paper deals with view of various scholars based on definition and concept of Leadership and The active participation of the stakeholders in school leadership.

2.1. History and Concept of Leadership

The study of Leadership rooted back to the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common that is, leadership (Burns, 2004). Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is a key organizational function that binds the activities of the work group or groups towards the achievement of organizational goals. It can be considered as the heart of organizational machinery without which task accomplishments is difficult, if not, impossible. Leadership occurs if and when one person influences others to work toward a goal. Thus, effective leadership has been clearly identified as key characteristics of most successful institutions.

2.2. School Leadership Development in Ethiopia.

Principal- ship in schools is one of the influential administrative positions in the success of school plans, with respect to the historical back ground of principal- ship, authorities give their own argument. As indicated in Knezevich, (in Ahmed, 2006) the origin of principal- ship can be traced to 1515 to the time of Johann Sturm in USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces its origin to the introduction of Christianity about fourth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Teshome , 2006).

However, the western type of education system was formally introduced in to Ethiopia in 1908 with opening of Menilik Secondary School and there was no government owned high school in

this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened.

However, the history had developed into a new phase where Ethiopians began to replace expatriate which started in 1964, according to Teshome (in Ahmed 2006).This new phase of principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's,documents prove that Ethiopian school Heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority of principal-ship. After 1960, it was known the Ethiopians who graduated with B.A., BSC degree in any field were assigned as principals in schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MoE, 2002)

During the first few years of 1960's it was understood that those graduates of B.A degree in pedagogy were directly assigned in secondary schools. Besides to this in educational management field those who had at least worked for a limited year as a unit leader or department head, or teacher began giving service. It is also stated in the job description of the MoE issued in 1989 shows secondary school administration and supervision including sufficient work experiences.

The current school improvement program framework is developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MoE, 2007). The program focuses on four major domains of the school, namely improving the teaching and learning, process creating conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership (MoE, 2007).

The Ethiopian education and training policy (1994) states that educational management should be democratic, professional, coordinated, efficient and effective. In addition, the management of teachers and other educational personnel should be organized based on professional principle.

2.3. What is Leadership?

There are numerous definitions and theories of leadership. Evers and Lakomski, (2000) define leadership as property of the individual, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common ends through common grounds and on equal footing. Nivala, (1998) synonymously describes as the activity of influencing people to strive willingly for group objectives. School Leadership can, therefore, be understood as a process of influencing people based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Evers and Lakomski, 2000). (Daft, 2002) also strengthens the concept of leadership by describing it as the organizational improvement. More specifically, it is all about establishing widely agreed upon and worthwhile directions for the organization and doing whatever it takes to provide and support people to move in those directions. It can be considered as the heart of organizational machinery without which task accomplishments is difficult, and it is conceptualized as key characteristics of most successful institutions (Shukla, 2002).

In recent years, school leadership or educational leadership has become popular as replacements for educational administration; the concept of leadership was favored because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school.

2.4. Functions and Skills of Leadership

According to Spears, (1995) functions of leadership include the entities of planning and working out in broad outline, the things that need to be done and the methods for doing them to accomplish the set goals for the institutions. The other organizational entity is the establishment of a formal structure of authority, through which work subdivisions are arranged, defined and coordinated for defined objectives. Still another important leadership function is staffing which deals with the whole personnel function of bringing in and training the staff and maintaining favorable condition of work. According to Spears, the heart of leadership is the

ability of directing. That is, the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise. Of course, the other important function of leadership is coordinating. A leader in the organization should interrelate the various parts of organization's work. It ensures that all units and sub units are working in union towards the common objectives of the enterprise. Reporting is also one of functions required of leadership. It is the process of communicating work activities through records, research and inspection. Finally, function of budgeting which is concerned with all that goes on in the enterprise in the form of fiscal planning, accounting and control is very important to a leadership. However, to accomplish all these leadership functions, a leader should be equipped with different skills. The following skills are what different educationalists in the area of organizational management propose that a leader should possess.

School leadership skills refer to the skills required to implement school-based management, work with teams, and plan strategically for the future and maintains effective discipline. According to West and Bollington (1990) there are three major leadership skills that a leader should have to lead effective organization:

Technical Skills: West and Bollington define technical skill as the ability of applying knowledge, methods, techniques and equipment that are necessary of the performance of a given task. These technical skills could be acquired from experience, education and training. Thus, a leader must know how to execute plans of operation through and with people or organization .In addition, a leader is required to possess the technical skills that could equip him with methods, procedures, and other technical know –how. The possession of technical know –how not only enables the leader to direct his subordinates, but also to influence and to arouse individual interest towards achieving the organizational goals.

Human Skills: West and Bollington explain human skills as the ability to work with and through people including and understanding of motivations and application of effective leadership. Accordingly, a leader needs to be well oriented about human complexity in order to have the work done with the required amount of proficiency. He is also supposed to possess an understanding of the kind of motivation and its application in promoting interests of the subordinates towards to the common ends.

Conceptual skills: Conceptual skills is the ability to understand the complexities of overall organization ,and this knowledge permits one to act according to the objectives of the total organization rather than on the basis of the goals and needs of one's own immediate group alone. In terms of leadership it means sensitivity to the whole organization's activities. On the other hand, as Murphy & Louis (1999) argue that besides acquiring these above mentioned skills, a successful leader should possess the following basics or cores of leadership practices.

2.5. The Basics of Successful Leadership

These categories of leadership practices closely reflect a transformational approach to leadership, which as Bass (1997) claims, has proven to be useful in many different cultural and organizational contexts. This claim is demonstrably the case for educational organizations, generally (e.g. South worth, 1995) specifically, for the success of some large-scale reform efforts in schools (Pearce and conger, (2003). Lord and Mahar, (1993), in discussing the meaning of leadership, state that: "Leadership is about the organizational improvement; more specifically, it is all about establishing widely agreed upon and worthwhile directions for the organization and doing whatever it takes to provide and support people to move in those directions.

Much of the success of school leaders in building high performance organizations (organizations which make significantly greater than expected contributions to student learning) depends on how well these leaders interact with the larger social and organizational context in which they find themselves. Nevertheless, evidence from district, school and non-education organizations points to three broad categories of successful leadership practices which are largely independent of such context. Such practices are "the basics" of good leadership and are necessary but not sufficient in almost all situations.

Different scholars describe these basics rules in different terminologies. For instance, Hallinger and Heck, (1999) describes the leader practices as "purposes," "people" and" structures and social systems" and still Conger and Kanungo, (1998) refer to them as "visioning strategies," "efficacy-building strategies", and "context changing strategies." However, Day et al, (1994) categorizes them in concrete and measurable terms as setting directions, developing people and redesigning the organization.

2.5.1. Setting Directions

The term setting directions is a critical aspect of leadership that is helping a group to develop shared understandings about the organization and its activities and goals that can strengthen a sense of purpose or vision (e.g. Hallinger & Heck, 1999). The best explanation for the importance of direction-setting practices on the part of leaders is to be found in goal-based theories of human motivation (e.g. Bandura, 1986). According to such theory, people are motivated by goals which they find personally compelling, as well as challenging, but achievable. Having such goals helps people find meaning in their work (e.g., Thayer, 1988; Weick, 1995) and enables them to find a sense of identity for themselves within their work context.

In setting directions, school leaders attempt to develop school goals and encourage others with a vision of the future (Leithwood and Riehl 2003). This involves interventions such as creating and sharing a focused vision and mission to improve student performance by working collaboratively to create good schools for all learners (Grogan and Andrews 2002). The first characteristic of effective school leaders is their ability to align vision and mission, priorities and personal, professional and organizational values to the particular context in the school (James and Cannolly,2000);(Leithwood and Riehl, 2003) Charisma may be critical in this respect. Charisma is a characteristic that describes leaders who are able to exert a profound influence on their followers, and the school's performance and climate by the power of their personality, personal charm, magnetism, inspiration, competence and emotion (Jagues and Clement, 2002). Good school leaders also need the ability of cultivating the acceptance of cooperative goals. Here it may be stressed that school leaders work mainly with and through other people (Leithwood and Riehl 2003). The acceptance of cooperative goals requires the cultivation of shared values and the development of an appreciation for the value of working together and caring about each other (Bernauer, 2002; Fennell, 2003; Hess and Kelly, 2005; Levine, 2005). Furthermore, valuing people is necessary to build trust and support in schools (Pearce & Conger, 2003). Effective leaders create high expectations which may comprise aspiration for excellence, quality and high performance that may have an influence on relationships and outcomes in schools (Leithwood and Riehl, 2003). Through nurturing and caring relationships in schools, it is strongly believed that, student performance, social

interaction, and sound collegial relationships could be established and enhanced (Grogan and Andrews, 2002)

. The most fundamental theoretical explanations for the importance of leaders' direction setting practices are goal-based theories of human motivation (Ford, 1992; Manz and Sims,2003). Doing this the school leadership could satisfy the interest of all stake holders such as learners, parents, employers and the community as a whole.

Instructional leadership, however, implies that the person which an official position has expert knowledge and uses this knowledge to improve student performance. Sharing leadership and knowledge can be a tool for staff members' empowerment and can be linked to feeling valued (Grogan and Andrews, 2002). Principals are key players at schools since they have to manage through collaborative and educational thinking about leadership that emphasizes their role as leaders of an instructional team (Grogan and Andrews, 2002; Johnson and Uline, 2005). Leadership in professional communities, therefore, involves shared leadership, in particular where instructional leadership is distributed and expanded throughout the school, thus, increasing delegated powers (Leithwood and Riehl, 2003).

2.5.2. Redesigning the organization

Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators, teachers, and students. Specific practices typically associated with this category include strengthening district and school cultures in building collaborative work to ensure broad participation in decision making. This includes the refining of both routines and nonroutine administrative processes (Anderson, 1998; Leithwood & Jantzi, 2000). District and school improvement planning processes, teacher recruitment and selection,, budget allocation are routine among routine processes, where as buffering administrators and teachers from excessive and distracting demand son their attention celebrating successes and accomplishments are among non routine processes. Successful educational leading needs assertiveness and all rounded work accomplishment to achieve successful educational accomplishment.

Education leaders create a school environment; mobilize teachers and direct efforts for the sake of student learning (Ladd, 1996). This depends on their ability to lead their team of

educators and to create a culture that generates committed educators and inspired learners in an effective school setting (Hodgkinson, 1991). This will require leaders to focus on activities such as evolving technical skills. These leadership skills refer to the skills required to implement school-based management, work with teams, and plan strategically for the future and maintain effective discipline. Another important point to emphasize is learner-centered leadership. 'Learner-centered leadership is concerned with influencing the quality of teaching and student outcomes' (Goleman, et al, 2002).Furthermore, education leaders must believe that all students can succeed (Johnson and Uline, 2005). This implies that they should create school environments in which students are respected and valued. Education leaders create and maintain safe and effective school environments for the sake of student performance (Hale and Moorman, 2003). Without effective leadership, in particular transformational leadership, efforts to change the school culture and influence educator commitment and student performance are likely to fail (Bernauer, 2002). Such an environment should also make staff feel valued and respected (Johnson and Uline, 2005). Furthermore, ethical practices in schools should be promoted and conflicts should be managed effectively (Daresh, et al, 2000). Monitoring organizational performance is also taken as key factor in the school management. Unlike in the past when principals believed that educators needed constant control, the current leadership approach is to ensure that agreed-upon organizational goals and outputs are achieved by entrusting educators and learners to work towards these without constant supervision.

2.6. Practical tasks of School Leadership

2.6.1. Defining the School Mission

Mission is what the school aspires and tries to accomplish. It guides and controls the school's activities that it values. Sergiovanni,(2001), emphasized the importance of mission for the success of the leader and the school when he suggested "... operating without a clear sense of mission is like beginning a journey without having a destination in mind.'' Recent literatures on effective schools and effective leadership also placed the act of defining a school's mission as the primary task of school leaders (Bass, 2008). This refers to the leader's role in framing school-wide goals which the school will focus its resources during a given school year (Nivala,1998).

For the practicality of school goals, leaders along with the staff members need to assess the past and present status of students' performances, past experience of the school and resource flexibility while developing them (Fiedler,1997). Adjacently, leaders of effective schools frame the school goals in terms of staff and student responsibilities to ensure their achievement (Dubrin, 1998). A leader, therefore, through his/her articulation and dissemination of goals, can promote both accountability and instructional improvement in the school. This in turn improves students' achievement, major mission of schooling (Gall, 1989).Schools often have specific time allotments for interaction in various curricular areas. However, different (in and out of school) factors can seriously reduce the amount of time that students have in handling certain subject areas. Such conditions force teachers either to rush through, jump some part or leave some portion of the curricula uncovered. Consequently, the sequence and pacing of the curriculum suffers as a result of inefficient use of instructional time in the school.

Leaders, therefore, need to reduce the amount of wastage in instructional time and increase the amount of time that the students have in certain subject areas by controlling the internal and external interruption of the instructional time, (Genck, 1983). The impact of instructional time on students' learning is reflected by Gronn, (2003). They suggest that the longer a subject is studied the more a pupil will learn.

2.6.2. Supervising Instruction

The leader's supervisory role in instructional leadership remains important for the improvement of instruction as well as for the professional growth of teachers Leaders in their supervisory role also serve as consultant for a group of teachers and hold regular meetings on issues like planning lessons, efficient utilization of teaching aids, evaluation mechanisms, etc., with department teachers (Hall ,et al,1986).

2.6.3. Monitoring Student Progress

Since the school's primary product is a population of graduates who have attained the objectives that the school provides through different curricular offerings, assessment of students' progress towards the intended objectives is vital if the school is to reach its goal.

Along with this teachers become engaged in monitoring student's progress closely and frequently (Harris, 2002). These authorities suggest that the effect of leaders' involvement in monitoring student progresses enhances educational achievements.

2.6.4. Promoting School Learning Climate

Although the aforementioned dimensions provide some understanding of instructional leadership, the more informal and normative dimension of a school's social organization may not be entirely captured in its structural properties. Promoting school climate is viewed as one of the dimensions of instructional leadership. It serves the principal to influence the social organization and thereby establish environment that supports the instructional process (Parker and Day, 1997).

2.6.5. Physical presence of the Leaders

Education leaders create and maintain safe and effective school environments for the sake of student performance (Hale and Moorman 2003). Their leadership is overwhelmingly important in establishing a positive school culture (Hess and Kelly, 2005; Leithwood and Riehl 2003) Without effective leadership, particularly transformational leadership, efforts to change the school culture and influence educator commitment and student performance are likely to fail (Bernauer, 2002). In addition to setting and communicating high expectations, the physical presence of setting and communicating high expectation, the physical presence of the leader also influence the climate of the school. Sergiovanni, (2001) suggested that "... principals close personal contact with the process of teaching and learning influence the school climate." Hallinger, (1992) also contend that principals can create visibility to communicate priorities and model behaviors for teachers and students.

2.7. Leadership Styles

Devolving power to the school level does not necessarily increase the possibility of teacher empowerment if authority and control remain firmly in the hands of the school management team. Therefore, the ability and willingness to share power as well as the leadership style of school managers will strongly influence staff empowerment. School managers who are power hungry or who have autocratic leadership styles may feel threatened, a condition which is not reconcilable with empowerment. Empowerment needs leaders who are confident, have a strong sense of direction and who are willing to become a facilitator and an equal in decision-making

processes. The change in leadership, leadership style and member expectations depend on the clarity of goals, the establishment of trust and effective communication patterns and members being able to regard themselves as potential leaders (Johnson and Uline, 2005; Dubrin,1998). Facilitating learning for the individual leader as well as the members of the professional community is viewed as the primary goal of leadership. When leadership is viewed as learning, the creation of a learning environment becomes a primary organizational priority that is expressed along a developmental continuum (Law and Glover, 2000). Employing a learning approach to leadership means that facilitation of learning among staff members has become an important role of leaders (Fiedlar, 1967). Such school leaders also respect life-long learning, recognize and encourage the implementation of good instructional practices that improve student performance (Daresh et al. 2000). In this way staff members develop as professionals and assume more collective responsibility for joint decision-making. (Southworth, 1995). Furthermore, appropriate structures or relationships have to be built at schools so that the ensuing human energy may improve learner achievement (Levin and Loahead, 1993; Hale and Moorman, 2003).

2.7.1. Authoritarian Leadership Style

The authoritarian leadership style or autocratic leader keeps strict, close control over followers by keeping close regulation of policies and procedures given to followers. To keep main emphasis on the distinction of the authoritarian leader and their followers, these types of leaders make sure to only create a distinct professional relationship. Direct supervision is what they believe to be a key in maintaining a successful environment and follower ship. In fear of followers being unproductive, authoritarian leaders keep close supervision and feel this is necessary in order for anything to be done.

Examples of authoritarian communicative behavior: a police officer directing traffic, a teacher ordering a student to do his or her assignment, and a supervisor instructing a subordinate to clean a workstation. All of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across. Authoritarian Traits: sets goals individually, engages primarily in one-way, downward communication, controls discussion with followers, sets goals individually, engages primarily in one-way, downward communication and donates interaction.

2.7.2. Democratic Leadership Style

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (skills, attitudes, etc.). The Democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

Research has found that this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. While democratic leadership is one of the most effective leadership styles, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

2.7.3. Laissez-Faire Leadership Style

The Laissez-Faire Leadership style was first described by Oliva and Pawlas, (1997), along with the autocratic leadership and the democratic leadership styles. The laissez faire style is sometimes described as a "hands off" leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction.

Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance. This is an effective style to use when followers are highly skilled, experienced, and educated followers have pride in their work.

2.7.4. Transformational Leadership Style

James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation.

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

2.8, School Stakeholders

The active participation of the stakeholders in school leadership creates conductive atmosphere and development. Successful principals take their responsibilities in organizing parents, students and teachers, who help them to contribute their parts. (Araya, 2007)

Certain themes are evident in the practitioner literature, most of which look at the ways in which stakeholders block or impede the work of school leaders, or point to ways in which their volunteer energy can be corralled to improve the work of schools. Among the themes are:

Educational officials must manage community stakeholders, including the school board in order to maintain their jobs and gain support for schools (Carloss, 1999; Thiemann and Ruscoe, 1985).

Parents are valuable primarily as volunteers and collaborators in at-home education (Simon2001).

Leaders' work in managing their environment. Such a framework focuses future research on such questions as: How do leaders engage those outside the formal institutional structure (parents, community groups, businesses, media and others) in effectively supporting improved teaching and learning? What opportunities for engagement or agenda-setting are overlooked or mismanaged? What barriers or opportunities do these stakeholders present? In particular,

How do external stakeholders affect the opportunities for school leaders to define broader and more compelling visions for public education and to generate new solutions?

How can their role be leveraged to improve students' learning? What strategies do superintendents and principals use to increase democratic participation in the educational enterprise?

2.8.1. The Central role of the School Principals

Principals are key players at schools since they have to manage through collaborative and educational thinking about leadership that emphasizes their role as leaders of an instructional team (Grogan and Andrews, 2002; Johnson and Uline, 2005). Leadership in professional communities, therefore, involves shared leadership, in particular where instructional leadership is distributed and expanded throughout the school, thus, increasing delegated powers (Leithwood and Riehl, 2003). Instructional leadership, however, implies that the incumbent has expert knowledge and uses this knowledge to improve student performance. Sharing leadership and knowledge can be a tool for staff members' empowerment and can be linked to feeling valued (Grogan and Andrews, 2002). Principals are key players at schools since they have to manage through collaborative and educational thinking about leadership that emphasizes their role as leaders of an instructional team (Grogan and Andrews, 2002; Johnson and Uline, 2005). Leadership in professional communities, therefore, involves shared leadership, in particular where instructional leadership is distributed and expanded throughout the school, thus, increasing delegated powers (Leithwood and Riehl, 2003).

The research done on school improvement revealed that the most effective principals have clear vision of how the school could serve its students had aligned resources and priorities with vision, and could engage other key players within and outside school in achieving the goals embedded in the vision.

The principal is the leading professional in the school. The major role of the principals is providing professional leadership and management for the school. From magazines National professional standard for school principals (FDRE - MoE Dec.2013)

This will promote a secure foundation from which to achieve high standards in all areas of the school's work. A principal must establish a culture that promotes excellence, equality and

high expectations of all pupils. A principal provides vision, leader ship and direction for the school and ensures that it is managed and organized to meet its aim and targets

The principal working with others ,is responsible for evaluating the school's performance to identify the prorates for continuous improvement and raising standards; ensuring equality of opportunity for all; developing school rules and regulation and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives an d for day –to- day management ,organization and administration of the school.(FDR of Ethiopia MOE Dec.2013)The principal working with and through others secures the commitment of the wider community to the school by developing and maintaining effective partner ships with different stockholders.

Principal is supposed to believe in the power of education to make difference to the lives of individuals and society. As long as s/he is leading educational professional in school, s/he required to inspire students, staff and members of the community to continuously enhance the learning of all.

2.8. 2.The Role of Principals in Secondary School

In today's world, Hoy and Miskel, (1991) argue that "effective principals are expected to be effective instructional leaders, knowledgeable about curriculum development, teacher and instructional effectiveness, supervision, staff development and teacher evaluation". Fullan, (1991) agree with this holistic view of the principal's role. However, Fullan expands this

holistic definition of school principals should be active and collaborative and work with teachers to shape the school as a workplace in relation to shared goals. Accordingly, school principals have the following duties and responsibilities: Principals are more effective in their leadership, if they are visionary and instructional leaders. The principals' relation with the stakeholders plays a role to improve or worsen the situations in the school environment.(Araya ,2007)

2.8.3. Staff Motivation

It can be understood as the stimulation by the individual to put extra effort toward need satisfaction .In organizational context the motivation to work helps in the maintenance and improvement of worker's performance that may enhance organizational effectiveness. The issue at hand is how to motivate, teachers and identify the factors that are associated with their motivation, morale or job satisfaction in general.

2.8.4. Supervisor

Evaluation or work supervision to a reasonable frequency and closeness is necessary in school leadership role. Basically teachers' evaluation whatever method is appraised as a practice of supervision, is used to measure the effectiveness of teaching performance; it helps the principal pursue the efforts motivations and the productivity of teachers to whom he must provide the rewards they deserve.

2.8.5. Role of PTA in the School:

PTA is an organization run by the representatives of parents of student, the local community and teachers in given school with role of highest decision- making body in the administration of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role, varies from one country to another, states to state and district to district.(silver ,1993 in G/ Michae,2006)

School administration and other stakeholders should give attention to the problem and work together to solve the schools disciplinary problems. School rules and regulations should be amended and strictly applied to minimize the problems.

Parents, community and different institution should work together with school and government to minimize contributory factors for students disciplinary problems Parent and teachers should be involved in school discipline related intervention activities.(Daniel ,(2013)

2.8.6. Students Role and Responsibilities in the school

The student has an obligation in the development of a quality learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect for self and others and meet all behavioral and academic expectations. Adhere to the general rules, policies, and regulations of the school. Adhere to the general rules, policies, and regulations of the school. Communicate situations of conflict in which a student perceives that his or her individual cultural values, ethics, or religious beliefs are in direct conflict with specific aspects of the school Andersen, S. (1991).

Student leader ship lies at the heart of improving schools and enabling young people to realise their true potential. F or instance Ruddock (2001) and Fielding (2002) have both noted how student participation can be a means through which students can support the school improvement process. Student leader ship can help to build essential skills such as motivation and confidence. A Students as Researchers project can also be used as a catalyst for students and staff to work alongside each other, which can be instrumental in establishing a true learning community, where staff and students learn together. This will enable trust to grow between staff and students, which helps to build effective relationships.

While many schools demonstrate a commitment to student representation, this often relies upon more 'traditional' mechanisms such as student councils, health, forum, peer mentors and peer counselors. However, it may be argued that there is a danger that such approaches can establish a sub-set of 'chosen' students who may not necessarily represent the views and needs of all their peer s and that some students effectively remain disenfranchised. The findings indicate that schools may need to re view the extent to which current formal mechanisms for student participation in decision-making encourage the participation of all students.

2.9. Types of parental involvement

According to, Desforges, C and abouchaar,A.(2003),parents could be involved in the learning of their children in many ways. From this types of parental involvement that directly impact the academic learning and achievement of their children. Joyce Epstein of Johns Hopkins University has developed a framework for defining parental involvement. This framework is:

Parenting: Help all families establish home environments to support children as students' home visits at transition points to pre-school, elementary, middle, and high school. **Communicating**: Design; effective forms of school-to-home and home-to-school communications about school programs and children's progress. Conferences with every parent at least once a year. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Language translators to assist families as needed.

Volunteering: Recruit and organize parent help and support. School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, and resources for families. Annual postcard survey to identify all available talents, times, and locations of volunteers.

Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning for families on skills required for students in all subjects at each grade. On homework policies and how to monitor and discuss schoolwork at home. In setting student goals each year and in planning for college or work

Decision making:- Include parents in school decisions, developing parent leaders and representatives. Create active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation. Develop independent advocacy groups to lobby and work for school reform and improvements. Set networks to link all families with parent representatives

Collaborating with community:- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and

development. Provide information for students and families on community health, cultural, recreational, social support, and other programs/services. Provide information on community activities that link to learning skills and talents, including summer programs for students.

2.10. School vision and community leadership

Principals lead the development of the vision of the school .principals understand mediate and serve the best interests of the community. This resonates through the strategic vision, cultural values, traditions and positive ethos they seek to promote across the school .Principals ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning .They are able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work.(FDR of Ethiopia MOE Dec.2013).Therefore ,these all shows school principals have decisive role than any other stakeholder in school leadership.

Principals make events meaningful and cultivate higher levels of commitment to organizational goals on the part of staff (Bernauer, 2002). This shows different scholars have in school leadership lies on the shoulde of school principals.

School leaders acquire and use resources intelligently to support and monitor high levels of student and staff performance (Leithwood and Riehl, 2003). Support of this kind refers to demonstrating respect and concern for individuals' personal feelings and needs (Yukl, 1994). It is also important to provide emotional, psychological and logistical support to educators to enable them to continue developing new habits so that new procedures can become routine.

As everybody knows school leader ship is not a simple task. A school is a special place where generations shaped. It is the place where behavioral changes occur and school leader ship manages and brings students to the world of wisdom and knowledge which capacities students to shoulder their responsibility and accountability waiting ahead of them.

Generally, from observation and experience the researcher has the stakeholders participation is school leadership at Nekemte town is insignificant or low.

The parent-teachers Association can play an important role in helping the teachers in their schools to develop their professional competencies and should work with the school. Director, and supporting him help to identify local community development need.(M.o.E.2004)

School Stakeholders support and responsibility to plan, organize coordinate and supervise but this is not observable at Nekemte town secondary schools.

SUMMARY

To sum up the above review of related literature, it is clearly known that the problem of the state of stakeholders' participation in school leadership and students' academic achievement at government secondary schools of Nekemte Administrative Town. This part of the paper deals with view of various scholars based on definition and concept of Leadership and The active participation of the stakeholders in school leadership.

Available sources materials (references) collected carefully for review literature from Addis Abeba University some thesis done before ,on different topics by different persons, Internets source, Wollega university and Nekemte Public libraries',

The study of Leadership rooted back to the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common that is, leadership (Burns, 2004). Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals.

The western type of education system was formally introduced in to Ethiopia in 1908 with opening of Menilik Secondary School. And there was no government owned high school in this country until 1943. Ethiopians began to replace expatriate which started in 1964, according to Teshome (in Ahmed 2006).This new phase of principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's,documents prove that Ethiopian school heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority of principal-ship. After 1960, it was known the Ethiopians who graduated with B.A., BSC degree in any field were assigned as principals in

schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MoE, 2002).

There are numerous definitions and theories of leadership. Evers and Lakomski, (2000) define leadership as property of the individual, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common ends through common grounds and on equal footing. also strengthens the concept of leadership by describing it as the organizational improvement. Leadership can be considered as the heart of organizational machinery without which task accomplishments is difficult, and it is conceptualized as key characteristics of most successful institutions (Shukla, 2002).

According to Spears, (1995) functions of leadership include the entities of planning and working out in broad outline, the things that need to be done and the methods for doing them to accomplish the set goals for the institutions.

According to West and Bollington (1990) there are three major leadership skills that a leader should have to lead effective organization: those are technical, Human, and Conceptual skills.

Leadership Styles are Authoritarian, Democratic and Laissez-Faire Leadership Style uses in different place and in different organization not the same. The ability and willingness to share power as well as the leadership style of school managers will strongly influence staff empowerment. Principals are key players at schools since they have to manage through collaborative and educational thinking about leadership that emphasizes their role as leaders of an instructional team (Grogan and Andrews, 2002; Johnson and Uline, 2005).

In today's world, Hoy and Miskel, (1991) argue that "effective principals are expected to be effective instructional leaders, knowledgeable about curriculum development, teacher and instructional effectiveness, supervision, staff development and teacher evaluation". Fullan, (1991) agree with this holistic view of the principal's role.

Supervisor is one of school stake holders participation in school plan, implement evaluate work of supervision to a reasonable frequency and closeness is necessary in school leadership role. PTA is an organization run by the representatives of parents of student, the local community and teachers in given school with role of highest decision- making body in the administration of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role, varies from one country to another, states to state and district to district.(silver ,1993 in G/ Michae,2006)

The student has an obligation in the development of a quality learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect for self and others and meet all behavioral and academic expectations.

Parental involvement According to, Desforges, C and abouchaar, A.(2003),parents could be involved in the learning of their children in many ways. From this types of parental involvement that directly impact the academic learning and achievement of their children. Joyce Epstein of Johns Hopkins University has developed a framework for defining parental involvement. Parents involve in teaching and learnig in many ways some of them are parenting, communicating volunteering learning at home, decision making and collaborating with community.

CHAPTER THREE

3. RESEARCH DESIN AND METHODOLOGGY

Under this chapter, design of the study, source of data, instrument of data, procedure of data collection, sample and sampling technique will be analyzed.

3.1. The Research Method

Best and Kahn,(2003) have argued that descriptive study was concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing.

Thus, the method is preferred on the ground that practices and problems of school leadership are better perceived from the opinion survey of school leaders, teachers, principals, vice principals and staff members (teaching and non-teaching).

It should be enable to gather data from relatively large number of respondents within a short period of time and help to assess the current practice and make generalization.

3.2 .Source of Data

In this research both primary data (students, teachers, Parent- Teacher Association (PTA), School Management Committee, Kebele Education Training Board (KETB), school supervisor, and Education Office Head and secondary data used as source. The determination of the population and sample schools is government secondary schools Grade10 Secondary data was taken from reviewing document in the school, and education office of the town.

3.3. Sample and Sampling Technique.

3.3.1. Sample

Secondary schools (Grade9-10) in Nekemte Administrative Town, and school stakeholders' sample that represents the schools in the town have taken from the secondary school that has already been described.

3. 3 .2. Sampling Technique

In this study, both probability and non-probability sampling techniques was used to identify the respondents who provided information in response to the key research objectives and research questions for the study. The sampling technique used was stratified sampling because

teachers and students population first divided in homogeneous sub group department heads, unit leaders, and senior teacher and students divided in to sex, grade and section monitor, team leader and student counseling . To draw the sample size from the sampling frame of the students and teachers' on Table developed by Bartlett, Kotrlik, and Higgins and rule of thumb used. And sample size of teachers is selected in Cochran's sample size formula. Also education officials, PTA, KETB, principals and school management committee are selected purposively. This is because it is very small, easy to administer, convenient to manage within a time frame and in minimized cost.

Table developed by Bartlet, Hotrilik and Higgins

Table A .Determine minimum returned sample size for a given population size for continuous and categorical data

Sample size						
population size	Continuous data (margin of error=.03)			categorical data margin of error=.05)		
	Alpha=10 t=1.65	Alpha=10 t=1.96	Alpha=10 t=2.58	P=.50 t=1.65	P=.50 t=1.96	P=.50 t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1500	79	110	183	230	306	461
2000	83	112	189	239	323	499
4000	83	119	198	254	351	570
6000	83	119	209	259	362	598
8000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

There are 5 General Secondary Schools in Nekemte. Out of these secondary schools, four secondary schools in the town are selected purposely for the reasons mentioned below.

Firstly, no detailed study was made on this topic at the secondary schools of Nekemte Town as far as the researcher's knowledge is concerned. Secondly, the researcher is familiar with the

study area for he has been working as a teacher and serving as a principal in one of the secondary schools in the town. Thirdly, one secondary school in this town was opened only one year ago. In addition, the researcher is familiar with language of the study area which helps him to communicate easily with concerned bodies. So the researcher hoped that he would secure adequate cooperation from respondents.

The researcher used sample size according to the table developed by Bartlett,Kotrlik and Higgins which means if the population is equal to 200 by continuous data (margin of error=.03) the sample size is 59. Then in four secondary schools of Nekemte town which are included in this research, 195 teachers were found. From these teachers by stratified sampling technique 59 teachers, were selected, which means Darge 17 teachers, Biftu Nekemte 27 teachers, Dire Jato 6 teachers and Daloo 9 teachers. These were divided into homogeneous sub groups. The teachers' sampling includes department heads, unit leaders, and senior teachers. Additionally student respondents selected by stratified sampling and rule of thumb formula (Guy et al.(1987) and table developed by Bartlett, Kotrlik and Higgins if the population is equal to 900 take continuous data (margin of error=.03) sample size is 76 respondent. Then in the four secondary schools of Nekemte town found, 880 student's population included in the research. From these population the sample size of this study selected 76 students by stratified sampling technique in which the population or students are first divided into different class room or section of grade 10 students. And from 880 students by giving every member equal and independent chance, selected 76 respondents by simple random sampling. This is done in order to manage large population size within a time frame.

The sample consisted of student representatives such as monitors and student councils in each section of the four general secondary schools of Nekemte Town. There are eight PTA members' and two Kebele Educational Training Board (KETB) respondents. Biftu Nekemte ,Darge and Dire Jatoo secondary schools are found in the same kebele, In addition one supervisor and one town education office head, and eight school directors were also selected purposely in order to provide the pertinent data to the study. The total population is **1106,** and the total sample space is **155** respondents.

Table-1 **Sample frame and sample size of research respondents**

N.o	Schools	population								sample size							
		Stud Ents	Teachers	Prin	PTA	KETB	Superviso	Head of Edu/office	Total	Stud	Teachers	Prin	PTA	KETB	Supervisor	Head of Edu/o	Total
1	Biftu sec	380	90	3	3	3	1	1	481	33	27	2	2	1	1	1	67
2	Darge sec	270	57	3	3				333	23	17	2	2				44
3	Dire Jato	80	20	2	3				105	7	6	2	2				17
4	Dalo	150	28	2	3	3	1		187	13	9	2	2	1			27
	Total	880	195	10	12	6	2	1	1106	76	59	8	8	2	1	1	155

3.4. Instrument and Procedure of Data Collection

3.4.1. Instrument of data collection

In order to obtain relevant information for the study, the researcher employed three instruments. These were questionnaire, semi-structured interview, focus group discussion.

3.4.1.2. Questionnaire

The research contained both close and open ended items for the teachers and students. Koul(1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into opinions and attitudes of individuals and groups. Two types of questionnaire was administrated to collect data from teachers and students at school level. Closed ended items were prepare in order to obtain realistic data. The number of open-ended items were few, because this instrument help to undertake in–depth studies and open ended questions were justified due to the fact that it calls for a free response in the respondents own words (Best and Khan.2003)

Accordingly, both open- and close-ended items were prepared for teachers and students. Close-ended items were prepared by using the popular liker scale. It illustrates a scale with theoretically equal intervals among responses (Creswell, 2012).

The questionnaire was administered to the four secondary schools of teachers and students to procure information on the role played to establishing and enhancing the community

Representatives participation in the school management. The items of the questionnaire were constructed by the researcher and modified from various sources based on the directives issued by the government and other related publications in relation to community in school management, particularly the contents of the items were restated to the efforts made by the principals in involving PTA and KETB members in planning, decision making, resource management as well as in monitoring and evaluation of school activities. And about 135 questionnaires were distributed to the respondents and all were properly filled and returned. Out of the 135 questionnaires distributed, those for teachers were 59(59%) and 76(76%) were students respondents.

The scoring of each scale varied from 4 to 5 with Likert or verbal frequency scale. The items were presented in respondents mother tongue Afan Oromoo for students to avoid language barriers. The translation was made by the researcher independently. For editing two teachers, first degree graduates and the other with second degree majoring in English and Afaan oromo. The questionnaire has two parts: First section contained the general data of the respondents. The other part was about the teachers and students view on the participation of parent, PTA, KETB other related issues.

3.4.1.3. Interview

The interview permits greater depth of response which is not possible through any other means. It is a potential means of pure information transfer if the interviewer does his job well(establishes rapport, asks questions in an acceptable manner, etc.), and the respondent is sincere and well-motivated (Morrison, 2007).

Thus, the purpose of the interview was to collect more supplementary opinion so as to substantiate and triangulate questionnaire responses. Thus, in addition to questionnaire, semi-structured interview format having 9 questions was conducted with school principals, town education office head and supervisor. The rationale for using semi-structured interview was for the advantage of flexibility for respondents. It provided the opportunity to express their

feelings, perceptions problems of all stakeholder not participate in school leadership practices and challenges in the schools.

3.4.1.4. Focus Group Discussion

The purpose of focus group discussion was to get new and valuable thoughts and ideas, to come to the surface and to enable the participants to clarify their views and opinion positions (Henn and others.2006). FGD was used to collect additional information and to discuss the problem of stakeholders that participate in school leadership. Thus Focus Group Discussion was conducted with Parent Teacher Association (PTA) and Kebele Education Training Board.

3.4.2 Procedure of Data Collection

The school principal arranged meeting for the teachers and some representative students in the class, the researcher explained to the respondents about the purpose of the questionnaire. The questionnaire were distributed to teachers and students with the help of each secondary school principals and assistant data collectors. After all the respondents were informed the purpose of the study and their responses would be used for the fulfillment of second degree in school leadership and academic purpose and they were also assured that their responses would be kept confidential. So as to triangulate the data about stakeholders participate in school leadership and the role played by the principal, interview was conducted with

Town educational office head and supervisor and 8 principals in general t secondary schools are found at the interview being carried out, the researcher was taking notes of the responses. Besides this, after making clear about the objective of the research the researcher got permission from the principals to survey pertinent documents (minutes, files and reports) of the secondary school the documents were collected with the assistance of the school record officer. All this data were collected from F March 2016 to April 2016from each secondary schools at break time.

The questionnaires, interviews and focus group discussion were prepared based on the basic questions and review of related literature. Before administering the questionnaire to the respondents, pilot testing was carried out in Kumsa Moroda Secondary School which is from non-sample schools. The purpose of the pilot testing involves conducting a preliminary test of

data collection tools and procedures to identify and eliminate problems, allowing programs to make corrective changes before actually collecting data from the target population takes place. There was no significant correction. For pilot testing nine items for teachers 14 items for students distributed in selected school but five items discarded. . At last, the questionnaire was set in its final form. Then, the questionnaires were administered to respondents after a brief orientation about the purposes of the study was given to them. To maximize the rate of return, respondents took the questionnaires to their homes and finally the filled in questionnaires were collected from the respondents with the help of assistant data collectors.

For extracting the desired information, the researcher discussed with the respondents of the interview to arrange a suitable time and place so that they may be at ease during the interview and of focus group discussion period. Knowing some of the daily routine of the interviewees and focus group discussion was essential so that convenient time and place could arranged. Besides, the purpose of the interview and Focus Group Discussion was explained and all possible efforts were made to establish proper understanding with the interviewees and focus group discussion because people are motivated to communicate when the atmosphere is favorable.

3.5. Method of data analysis

The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and Focus Group Discussion The quantitative data collected through close –ended items were tallied and filled in to SPSS 16.0 and interpretation was made with the help of percentage, mean, standard deviation and independent sample t-test. The percentage was used to analyze the background information of the respondents. As described by Aron (2008), (cited in olana, 2013), the mean and standard deviation were derived from the data as it serves as the basis for interpretation of the data as well as for summarizing the data in simple and understandable way. The interpretations were made for all five point scale measurements.

Part from this, t-test was used to test statistically significant difference between the mean scores of the two independent variables (students and teachers). In all the cases the existing differences were tested for statistical differences at p= value = 0.05 levels to tolerate errors due chance. Beside this, the mean value were interpreted by categorizing the value < 1.5 strongly disagree, 1.5< mean < 2.5 Disagree, 2.5< 3.5 Undecided, 3.5< mean < 3.5 medium, 3.5< mean < 4.5 high, >= 4.5 mean very high and t-test values were used at alpha 0.05 level of significance.

In addition, the mean or total mean value below 2.5 was taken as threat and while the mean value above 2.5 was taken as opportunity and P-value greater than alpha 0.05 implies there was no statistically significant difference among the response of respondents.

On the other hand, the data obtained from the open- ended items, document analysis and semi structured interview and Focus Group Discussion were analyzed qualitatively. The qualitative analysis was done as follows: First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then transcribing and coding the data was done to make the analysis easy. The results were triangulated with the quantitative findings.

The qualitative data collected through interview were analyzed by using thematic data analysis, direct quotation and summary of an interview.

3.6. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of data. To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of the advisor, who was involved in proving his invaluable input for validity by 6 teachers and 12 students. The respondents of the pilot test were not included in the main study. Since the questionnaires were prepared under the close supervision of the advisor there were no significant corrections made.

A reliability test was performed to check the consistency and accuracy of the measurement scales. As Table 1 shows the results of Cronbach's coefficient alpha is acceptable (between 0.782 and 0.832), indicating questions in each construct are measuring a similar concept. As suggested by Dewberry (2004) an alpha coefficient of 0.70 is usually taken as being the minimum level acceptable.

Table 2:- Reliability test result Cronbach's alpha

No	Description of the title of questions	Reliability coefficient
1	PARENTS ,Parent teacher Association (PTA), and kebele Educational Training Board(KETB) Participate in school leader ship	0.812
2	The Role and Participation of Teachers in school leadership	0.782
3	The role of students in the school leadership	0.810
4	the role of principals, and supervisors participate in school leadership	0.832
5	Major challenges that affect stakeholders participation for school leadership	0.816
	Average Reliability coefficient	0.8104

3.7. Ethical consideration

Ethical considerations were made to make the research process professional. In order to collect data successfully and smoothly, the researcher had voluntary permission of the participants. The researcher informed the respondents about the purpose of the study. i.e. Purely for academic. The purpose of the study was also introduced to the respondents in the instruction part of the questionnaires, interview and Focus Group Discussion.

In addition to this, they were informed that their participation in the study was based on their permission. The research had not personalized any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

Hence, the table below indicates the summary of the sample population. Source of this data is schools' document (2007).

CHPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRTATION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of data collected on the state of stakeholders' participation in school leadership at secondary schools .It contains two major parts: the first part presents characteristics of respondents. The second part deals with the result of findings from the data gathered through the questionnaire, interview and document analysis.

4.1 Characteristics of the Respondents

Respondents of different groups were included in the study to diversify the sources of information. Accordingly, 76 students, 59 teachers, 8 principals, 8 PTA, 2 KETB ,one supervisor and one Nekemte Town Educational Office head totally 155 respondents were selected for the study from 4 secondary schools and one Nekemte Town Education Office head. On the other hand, 135 questionnaires were distributed for teachers and students and all of them were returned whereas 8 principals one supervisor and one Educational office head and two members of KETB were interviewed also 8 PTA members were involved Focused Group Discussion.

Table 3: Characterstic of respondents

Rsp nd nt		Age					Qulification			Current status				Teaching exprince				
		16-25yrs	26-30yrs	31-35yrs	36-40yrs	>41yrs	10	Digree	MA	H/T ande/T	Unit leader	Dep/head	Principals	2-5yrs	6-10 yrs	11-15 yrs	21-25 yrs	≥ 26 yrs
Teachers	M(%)		21..8	4.8	6.5	51.6		83.0	1.7	50.8	13.6	13.5	6.8	10.2	5.16	10.2		55.9
	(%		1.8	1.6	3	9.7		11.9	3.4	5.08	3.9	6.8		1.7	8.44		5.08	3.4
Student	T(%		22.6	6.4	9.5	61.3		94.9	5.1	55.88	17.5	20.3	6.8	11.9	13.6	10.2	5.08	59.3
	M%	65.8												-	-			
	F%	34.2																
	T%	100																

As presented on Table 3, 84.74% and15.25% of teacher's respondents were males and females respectively. From this, one can realize that the number of females in the current status position is much lower than males in the sampled schools. All the interviewee and Focus Group Discussion participant were males.

In addition all of school principals, which implies that the leadership position of secondary schools is dominated by males. Among 76 students 65.78% of them were males and 34.26% of them were females. Thus, the number of male respondent is greater than female students.

As Table 3 shows, 22.6% of the teacher age of respondents was found to be in the range of 26-30 years old, 6.4% of the teachers were in range of 31-35 years, 9.5% of the teachers were in range of 36-40 years and 61.27% of the teachers were in range of greater than 41 years. Also 65.78% of male student respondents were in range of 16-25 years while 11.45% of students respondents were female..

On this table showed current status of teacher respondents were 50.8% males and 5.08 females of teacher respondent were Home room Teachers 13.6. % male and 3.9% female teacher respondents were unit leaders, 13.5% male and 6.8% female teacher respondents were department heads, 6.8% of teachers respondent were principals.

As Table 3 shows 10.2% and 1.7% female teacher respondent were found to be in the range of 2—5 years teaching experience, 5.16% male and 8.44% female teacher respondents were found to be in the range of 6-10 years, 10.2% of the teacher respondents were found to be in the range of 11-15 years, 11.86% of the teacher respondent were found to be in the range of 16-20 years , 5.08% female respondents were found to be in the range of 21-25 years, .and 52.9% of male and 3.4% of female respondents were found to be in the range of 26 years and above. Most of the teacher respondents' their experience was above 26 years.

Concerning the educational level of respondents, 83 % of male teachers and 11.9% of female teachers had a first degree and 1.7% of male teachers and 3.4% of female teachers had a second degree. Thus one can conclude that there was no much gap in level of education among the Teachers.

The experience of interviewed school principals, school supervisor, and educational office head (100%) was more than 26 years., which implies that they are well experienced.

4.2. Presentation, Analysis and Interpretation of Data

This Part is dedicated to the presentation, analysis, and discussion of the data obtained from various group of respondents in relation to the practices and challenges of school stakeholders' participation in school leadership in government secondary schools of Nekemte Town. Teachers and students, school principals, PTA and KETB responded to 61 close – ended and 18 open –ended items. The close- ended questionnaires were responded to and resulting answers interpreted in terms of mean and standard deviation scores. T-test was also computed to test the significant difference between the responses of the two groups of respondents, (the teachers and students). Item scores (mean and SD) for each category were arranged under five rating scales. The arrangements of rating scales were <1.5= strongly disagree, 1.5- 2.5 = Disagree, 2.6-3.5= undecided, 3.6-4.5= Agree,> 4.5= strongly agree. As a result , practices of teachers and students with a mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. Finally, the data obtained from the interview sessions and Focus Group Discussion were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the findings of the study.

4.2.1. Stakeholders (PTA,KETB) participate in school leadership

The active participation of the stakeholders (PTA, (KETB)) in school leadership creates conducive atmosphere and development. Successful principals take their responsibilities in organizing parents, students and teachers, who help them to contribute their parts

(Araya,2007). In respect to the school stakeholders' participation in school leadership, respondent were asked whether they properly participates in school leadership or not. The result obtained was presented as follows:

Table-4 Teachers and students view on the participation of parents, PTA, and KETB in school leadership.

S/N	Items	Responders	N	X	STD	t-tests for quality of means		
						t	Df	P-value
1	Parent help their children at home.	Teacher	59	1.97	0.982	2.1	133	0.065
		Student	76	2.39	1.276			
		Total	135	2.21	1.172			
2	KETB influence school leader ship.	Teacher	59	2.08	0.952	1.1	133	.278
		Student	76	2.29	1.175			
		Total	135	2.18	1.084	1.6		
3	. Parents have classroom volunteer program to help teachers,, students and other parent.	Teacher	59	1.88	0.892		133	0.110
		Student	76	2.17	1.136			
		Total	135	2.04	1.043			
4	Active participation of PTA in school leadership	Teacher	59	2.10	1.062	2.4	133	0.79
		Student	76	2.58	1.236			
		Total	135	2.37	1.183			
5	The relation of PTA can facilitates and influences the school leadership	Teacher	59	2.17	1.003	2.0	133	0.052
		Student	76	2.54	1.148			
		Total	135	2.37	1.183			
6	All parents advise and control the misbehaving of students	Teacher	59	1.95	1.007	2.7	133	0.088
		Student	76	2.50	1.281			
		Total	135	2.26	1.197			
7	All school stakeholders know their school mission and vision.	Teacher	59	2.07	1.112	1.4	133	0.158
		Student	76	2.34	1.114			
		Total	135	2.22	1.117			
8	Families establish home environment to support children as students home visits.(parenting).	Teacher	59	2.00	0.871	0.1	133	.0940
		Student	76	2.01	1.089			
		Total	135	2.01	0.996			
	Over all mean		135	2.21	0.982	1.68	133	0.204

Key STD=standard deviation ,N=number of respondent=mean

p-value at∂=0.05 and degree of freedom(df)=95% or0.95

scales X <1.5=strongly disagree,1.5-2.5= disagree,2.6-3.5= undecided,3.6-4.5=agree and ≥4.5= strongly agree

Item 1, of Table 4 above shows the respondents were asked to rate the extent to which parent helps their children at home to promote students academic achievement. As such, the mean score of teachers and students revealed that 1.97 and 2.39 respectively. In addition, as the total mean shows that the two groups rated at 2.21, which implies low average? Thus, parents were reluctant in helping their children at home to promote their academic achievement.

On the other hand, the significant differences computed at alpha (0.05) which shows (t=2.1, at df=133 and P-value=0.055). Thus, P-value (0.065) is greater than alpha 0.05. Hence, the t-test result indicates that there was no statistically significant difference among the responses of respondents. Therefore, teachers and students have common understanding regarding the role of parents to help their children at home to promote students' academic achievement in schools under the study and they were given minimum consideration.

As shown above in the same Table item 2, the rating of the respondents revealed that their high level of disagreement on the role of KETB to influence school leadership by facilitating the community or parents with mean score 2.08 and students with mean score 2.29. This showed that the participation of KETB to influence school leader ship in assisting community was found to be relatively low. In line with this, a t-test of significance was computed to see if there was a significance difference in the perception of the two groups of respondents regarding the issue under consideration. In conformity with this, the computed t-test for equality of means with 133 df at calculated t-value of 1.1, the obtained p-value is 0.27 which is greater than 0.05. Hence, the null hypothesis is accepted. Therefore, the respondents have no statistically significant difference in their opinions about the issue.

As it was indicated in item 3 of table 4, both teachers and students showed the low practice of the issues. The average mean of values for the two items is 2.04 . This shows parents have no school and classroom volunteer program to help teachers. The observed value of t-test for equality of Mean with 133 df at calculated t-value 1.610, was p-value 0.110, which are all greater than0.05.This shows that there was no statistically significant difference between the ideas of teachers and students on the issues.

In the same Table, under item 4 ,the respondents were requested to respond for active participation of PTA in school leadership. Teachers showed their level of agreement with mean score 2.10 and standard deviation 1.062 and students showed their levels of agreement with

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In the same Table, under item 4 ,the respondents were requested to respond for active participation of PTA in school leadership. Teachers showed their level of agreement with mean score 2.10 and standard deviation 1.062 and students showed their levels of agreement with

mean score 2.58 and standard deviation1.236, which was below average and relatively low. The overall mean value of 2.37 showed the disagreement of the majority of respondent which shows there was no active participation of PTA in school leadership. In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 2.365 the obtained p-value is 0.079 which is greater than 0.05.Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue under consideration.

Item 5 table 4,which is concerned with the relation of PTA to facilitate and influences the school leadership, teachers showed their level of agreement with mean score 2.17 and standard deviation 1.003 and students show their levels of agreement with mean score 2.54 and standard deviation 1.148 which is below average and relatively low. The overall mean value of 2.37 shows the disagreement of the majority of respondent, i.e. the PTA relation is low to facilitate and influences the school leadership.

In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 1.961, the obtained p-value is0.052 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue.

As indicated in Table 4 item 6, teachers showed their level of agreement with mean score 1.95 and standard deviation 1.007 and students showed their levels of agreement with mean score 2.50 and standard deviation 1.281 which is below average and relatively low. The overall mean value of 2.26 showed the disagreement of the majority of respondents. All parents do not advise and control the misbehaving of their students with the teachers. Likewise, the computed t-test for the equality of means with 133df at calculated t-value of 2.715 the obtained p-value is 0.088 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue indicating agreement of responses.

According to Table 4 item 7, teachers and students were asked whether all school stakeholders elaborated their school mission and vision or not. The respondent showed their levels of agreement with mean score 2.07 and standard deviation 1.112 and mean score 2.34 and standard deviation 1.114 respectively. The overall mean value of 2.22 which is below the average shows all school stakeholders do not know their school mission and vision. Similarly, the computed t-test for the equality of means with 133df at calculated t-value of 1.420 the obtained p-value is

0.158 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue.

With regard to item 8 of Table 4, respondent were asked to rate their levels of agreement and teachers and students responded with mean score 2.00 and standard deviation 0.871 and mean score 2.01 and standard deviation 1.089 respectively with the overall mean value of 2.01.This shows parents do not establish home environment to support their children as students home visits (parenting).In a similar manner, the computed t-test for the equality of means with 133df at calculated t-value of 0.076 the obtained p-value is 0.940 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue .

Thus, from the ongoing analysis items, 4,5,6,7 and8 have p-value greater than 0.05. With regard to Stakeholders (PTA, KETB), they do not actively participate in school leadership. Most of the Parents do not help their children at home, KETB do not facilitate the community or parents to participate in school leadership and the practice of solving administrative problems of the schools was low. Parents' advice and controlling the mechanism of student's misbehavior with their teachers was very low. Most of the school stakeholders did not know their school mission and vision. This showed that PTA, KETB and parents' participation in school leadership was very low.

In support to this, the interview from principals, supervisor and town education office hade result revealed that :

All stake holders do not participate equally in school leadership. Because all s stakeholders are not equally committed. There is support of stakeholders to some extent. But it is not appreciated this much. Because few stake holders are volunteer to invest on education. They do not give attention for their child and don't encourage them. the major factors affecting the relation(participation) of stakeholders are lack of awareness ,lack of interest ,being occupied with different business areas.(P_1 and P_3,March15/2016, S_1,March 18/2016 and H_1,March 30/20160)

4.2.2. The Role and Participation of Teachers in school leadership

Along with this, teachers who become engaged in monitoring student's progress closely and frequently participate in school leadership. (Harris, 2002).

In respect to The Role and Participation of Teachers in school leadership, respondent were asked whether the teachers were properly participated in school leadership or not. The result obtained was presented as follows:

Table 5.1.Teachers' and students' view on the role and participation of teachers in school leadership.

S/N	Items	Responders	N	X	STD	t-tests for quality of means		
						T	Df	P-value
1	Teacher participates in leadership to solve disciplinary problem.	Teacher	*59*	2.12	1.035	1.689	133	.094
		Students	*76*	2.46	1.259			
		Total	*135*	2.31	1.175			
2	Teacher participate in committee of guidance and counseling service with school leadership .	Teachers	*59*	1.97	0.999	1.969	133	.051
		Students	*76*	2.34	1.172			
		Total	*135*	2.18	1.112			
3	Teachers follow all students' home work every day	Teachers	*59*	2.12	1.035	1.390	133	.167
		Students	*76*	2.38	1.131			
		Total	*135*	2.27	1.094			
4	Teachers are participating in teamwork actively to promote school leadership.	Teachers	*59*	2.22	1.068	1.585	133	.115
		Students	*76*	2.54	1.227			
		Total	*135*	2.4	1.167			
5	Teacher give continues assessment for students regularly	Teachers	*59*	1.93	0.828	3.265	133	.001
		Students	*76*	2.57	1.30			
		Total	*135*	2.25	1.158			
6	Decisions are made from bottom and they come later to the top	Teachers	*59*	1.8	0.805	3.434	133	.001
		Students	*76*	*2.42*	*1.203*			
		Total	*135*	*2.15*	*1.089*			
	Over all mean		*135*	*2.26*	*1.133*	*2.222*	*133*	*0.0715*

p-value at∂=0.05 and degree of freedom(df)=95% or0.95

scales X <1.5=strongly disagree,1.5-2.5= disagree,2.6-3.5= undecided,3.6-4.5=agree and ≥4.5= strongly agree

As presented on the table 5.1 item 1 teachers and students were asked whether the teachers participated in school leadership to solve disciplinary problems in the school that disrupted

teaching and learning atmosphere or not. Teachers responded their level of agreement with (mean=2.12,SD=1.035). Students respondents disagreed with (mean=2.46, SD=1.259) respectively, which shows disagreement. The overall mean value of 2.31 shows the disagreement of the majority of respondents with the issue. Therefore, ,it can be seen that the teachers did not participate much in school leadership to solve disciplinary problems in the school that disrupted teaching and learning atmosphere .In conformity with this, the computed t-test for the equality of means with 133 df at calculated t-value of 1.689 the obtained p-value is 0.094 which is greater than 0.05. Therefore, there was no statistically significant difference between the opinions of the two groups of respondents about the issue under study.

As indicated in table 5.1 item 2, teachers showed their level of agreement with mean score 1.97 and standard deviation 0.999 and students showed their level of agreement with mean score 2.43 and standard deviation 1.172 which is below average and relatively low. The overall mean value of 2.18 shows the disagreement of the majority of respondent, The teacher did not participate in committee of guidance and counseling and did not serve with school leadership . In accordance with this, the computed t-test for the equality of means with 133 df at calculated t-value of 1.969, the obtained p-value is 0.051, which is greater than 0.05.Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue .

In the same table, item 3, asks whether teachers follow all students' homework every day. Teachers showed their level of agreement with mean score 2.12 and standard deviation 1.035 and students showed their level of agreement with mean score 2.38 and standard deviation1.131 which is below average and relatively low. The overall mean value of 2.27 showed the disagreement of the majority of respondents Teachers did not follow all students' homework every day. In harmony with this, the computed t-test for the equality of means with 133 df at calculated t-value of 1.390 the obtained p-value is 0.167 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue under consideration.

With regard to item 4 of table 5, respondent were asked to rate their levels of agreement and teachers and students responded with mean score 2.22 and standard deviation 1.068 and mean score 2.54 and standard deviation 1.227 respectively. The overall mean value of 2.4. Teachers

did not participate in teamwork actively to promote school leadership. In conformity with this, ,the computed t-test for the quality of means with 133df at calculated t-value of 3.265 the obtained p-value is 0.115 which is greater than 0.05.Therefore, there was statistically significant difference between the views of the two groups of respondents about the issue .

In Table 5.1 of items 5, the respondents were requested to respond for teachers did not give continuous assessment for the students regularly. Teachers showed their level of agreement with mean score 1.93 and standard deviation 0.828 and students showed their levels of agreement with mean score 2.57 and standard deviation1.30 which was below average and relatively low. The average mean of values of 2.25 showed the disagreement of the majority of respondent. which shows teachers did not give continuous assessment for the students regularly. In line with this, the computed t-test for the equality of means with 133 df at calculated t-value of 3.265 the obtained p-value is 0.001 which is less than 0.05.Therefore, there was statistically significant different between the views of the two groups of respondents about the issue under consideration.

In Table 5.1 of items 6, the respondents were requested to respond for decisions are made from down and they come later to the top. Teachers showed their level of agreement with mean score 1.8 and standard deviation 0.805 and students showed their levels of agreement with mean score 2.42 and standard deviation1.203 which was below average and relatively low. The average mean of values of 2.15 showed the disagreement of the majority of respondent. Which shows teachers did not give continuous assessment for the students regularly. In line with this, the computed t-test for the equality of means with 133 df at calculated t-value of 3.434 the obtained p-value is 0.001 which is less than 0.05.Therefore,although both groups disagreed, there was statistically significant different between the views of the two groups of respondents about the issue under consideration

The Interview with Nekemte town education head and supervisors also indicates that in all schools, there are disciplinary problems which affecting normal teaching and learning process. They added these problems are increasing from year to year. They suggested that other school affecting factors remain constant the main failures were attributed to inefficient school leaderships. (S_1,March 18/2016 and H_1,March 30/2016)

Table 5.2.Teachers' and students' view on the role and participation of home room teachers, unit-leader and department heads in school leadership .

S/N	Items	Responders	N	X	STD	t-tests for quality of means		
						T	Df	P-value
7	Tutorial class programmed for students based on individual academic differences or skills.	Teacher	*59*	1.86	0.776	2.510	133	.063
		Students	*76*	2.34	1.29			
		Total	*135*	2.13	1.11			
8	Teachers participate in o r coordinates co-curricular Programs,	Teachers	*59*	1.9	1.029	1.268	133	.207
		Students	*76*	2.14	1.186			
		Total	*135*	2.04	1.122			
9	Teachers have, full mandate to make academic decisions with out intervention of the head of school and school management.	Teachers	*59*	1.83	0.769	3.901	133	.01
		Students	*76*	*2.57*	*1.279*			
		Total	*135*	*2.24*	*1.143*			
10	The attitude of teachers' 1to5 team leaders towards practicing of shared roles of leadership	Teachers	*59*	1.98	0.799	1.959	133	.052
		Students	*76*	2.33	1.159			
		Total	*135*	2.18	1.028			
11	The attitudes of unit coordinators towards practicing shared roles leadership	Teachers	*59*	2.00	0.871	3.292 .	133	.081
		Students	*76*	2.64	1.293			
		Total	*135*	2.36	1.169			
12	The attitudes of homeroom teachers, department heads and teachers association towards practicing shared roles of leadership.	Teachers	*59*	2.25	1.457	0.95	133	. .925
		Students	*76*	2.28	1.25			
		Total	*135*	2.27	1.339			
		Overall mean		2.20	1.152	*2.31*	*133*	*0.223*

p-value at∂=0.05 and degree of freedom(df)=95% or0.95

scales X <1.5=strongly disagree,1.5-2.5= disagree,2.6-3.5= undecided,3.6-4.5=agree

and ≥4.5= strongly agree

In table 5.2 of items 7, both teachers and students showed low practice of the issues. The average mean of values for the three items is 2.13 . This shows tutorial classes programmed for the students were not based on the individual's academic differences or skills. The observed value of t-test for

equality of Mean with 133df at calculated t-value of 0.2510 was p-value 0.063 are greater than 0.05.This shows that there was no statistically significant difference between the ideas of teachers and students on the issues.

Item8 of the above table 5.2, is concerned with teachers' participation or coordination of co-curricular Programs, committees or leadership positions Hence, the mean score of teachers and students revealed that 1.90 and 2.14 respectively. In addition, as the total mean shows that the two groups rated at 2.04, implies that low in average. Thus, teachers don't actively participate in or coordinating co-curricular programs, committees or leadership positions. On the other hand, the significant differences computed at alpha (0.05) which shows (t=1.268, at df=133 and P-value=0.207). Thus, P-value (0.207) is greater than alpha 0.05. Hence, the t-test result indicates that there was no statistically significant difference among the responses of respondents. Therefore, teachers and students have common understanding regarding teachers' participation in coordinating co-curricular Programs, committees or leadership positions under the study and they were given minimum consideration.

As shown above in the same Table item 9, the rating of the respondents revealed their high level of disagreement on the teacher. They were given full mandate to make academic decisions without intervention of the head of school and school management. Teacher with mean score 1.83 and students with mean score 2.57. This showed that the teachers were given full mandate to make academic decisions without intervention of the head of school and school management was found to be relatively high. In line with this a t-test of significance was computed to see if there was significance difference in the perception of the two groups of respondents regarding the issue under consideration. In conformity with this the computed t-test for equality of means with 133 df at calculated t-value of 3.901 the obtained p-value is 0.01 which is less than 0.05. Hence, the hypothesis is not accepted. Therefore, the respondents have statistically significant differences in their opinions about the issue.

In item 10 table 5.2 the attitude of teachers' 1 to 5 team leaders towards practicing of shared roles of leadership, teachers showed their level of agreement with mean score 1.98 and standard deviation 0.799 and students showed their levels of agreement with mean score 2.33 and standard deviation 1.159 which is below average and relatively low. The overall mean value of 2.18 shows the disagreement of the majority of respondents, the attitude of teachers' 1 to 5 team leaders

towards not practicing of shared roles of leadership. Likewise, the computed t-test for the quality of means with 133df at calculated t-value of 1.959 the obtained p-value is 0.052, which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue.

According to table 5.2 item 11 teachers and students were asked the attitudes of unit coordinators towards practicing shared roles leadership and they showed their levels of agreement with mean score 2.00 and standard deviation 0.871 and mean score 2.64 and standard deviation1.293 respectively. The overall mean value of 2.36 which is below the average and shows The attitudes of unit coordinators towards not practicing shared roles leadership. Similarly, the computed t-test for the equality of means with 133df at calculated t-value of 3.292, the obtained p-value is 0.081, which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue .

As indicated in table 5.2 item 12, teachers showed their level of agreement with mean score 2.25 and standard deviation 1.457 and students showed their levels of agreement with mean score 2.28 and standard deviation 1.250, which is below average and relatively low. The overall mean value of 2.27 shows the disagreement of the majority of respondent towards, the attitudes of homeroom teachers , department heads and teachers association in practicing shared roles of leadership. In harmony with this,, the computed t-test for the quality of means with 133df at calculated t-value of 0.095, the obtained p-value is 0.925 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue .

From the analysis of. table 5.2,one can observe that secondary schools teachers do not participate in school leadership to solve disciplinary problems, and that there are no tutorials or make up classes given to assist them. The interviewees also realized that tutorial and make up classes are important for the students' better educational attainment,; however, there is an irregular and poor follow ups from the school leaders. Thus, this may be one of the factors that contributed to the poor student achievements in many of the schools. Tutorials and other take-home activities increase students' learning time. Educational authorities like Guthrie and Reed (1991) suggest that the longer a subject is studied the more a pupil will learn. Therefore, what one could infer from this is that students should be given more educational opportunities if they

are to achieve what is expected of them. Teacher couldn't participates in committee of guidance and counseling serve with school leadership. Teachers don't follow all students' home work every day. Teachers' participation in teamwork to promote school leadership was low. Teachers participation in coordinating co-curricular Programs, committees or leadership positions was very low. Teachers have no full mandate to make academic decisions without the intervention of the head of school and school management. The attitude of teachers' 1to5 team leaders towards practicing of shared roles of leadership was low. Unit coordinator, homeroom teachers, and department head practice and shares of roles of school leadership in the school was low.

4.2.3. The Role of Students in the School Leadership

In respect to, the role of students in the school leadership, respondent were asked whether they properly participate in school leadership or not. The result obtained was presented as follows:**Table-6 Teachers' and students' view on the role of students in the school leadership.**

S/N	Items	Responders	N	X	STD	t-tests for quality of means		
						T	Df	P-value
1	Students participate in team work to improve school leadership.	Teachers	*59*	1.80	0.826	3.643	133	0.60
		Students	*76*	2.49	1.260			
		Total	*135*	2.19	1.141			
2	Students council participates in school leadership to solve discipline problem in the school.	Teacher	*59*	1.85	0.867	3.519	133	0.067
		Students	*76*	2.45	1.063			
		Total	*135*	2.19	1.023			
3	Students participate in co-curricular Programs in leadership positions	Teacher	*59*	1.86	0.776	3.623	133	0.08
		Students	*76*	2.57	1.32			
		Total	*135*	2.26	1.165			
4	All students do homework every day	Teacher	*59*	1.88	0.790	2.577	133	0.011
		Students	*76*	2.37	1.274			
		Total	*135*	2.16	1.112			
5	Students work in team serves to solve discipline problem	Teacher	*59*	1`.76	0.795	*4.133*	*133*	*0.85*
		Students	*76*	2.51	1.205			
		Total	*135*	2.19	1.108			
6	Students work in team to solve students drop out	Teacher	*59*	1.64	0.663	*3.292*	*133*	*0.091*
		Students	*76*	2.26	1.32			
		Total	*135*	1.99	1.123			
		Over all mean	*135*	2.16	1.112	*3.464*	*133*	*0.283*

Key STD=standard deviation ,N=number of respondent=mean

p-value at∂=0.05 and degree of freedom(df)=95% or0.95

scales X <1.5=strongly disagree,1.5-2.5= disagree,2.6-3.5= undecided,3.6-4.5=agree and ≥4.5= strongly agree

Item 1 of the above table 6 is concerned with the students' participation in team work to improve school leadership. Accordingly, the respondents were asked to rate the extent to which the students participate in team work to improve school leadership. As such, the mean score of teachers and students revealed that 1.80 and 2.49 respectively. In addition as the total mean shows that the two groups rated at 2.19, which implies low in average. Thus, parents were showed their disagreement the students participate in team work to improve school leadership. On the other hand, the significant differences computed at alpha (0.05) which shows (t=3.64, at df=133 and P-value=0.60). Thus, P-value (0.60) is greater than alpha 0.05. Hence, the t-test result indicates that there was no statistically significant difference among the responses of respondents. Therefore, teachers and students have common understanding that students don't participate in team work to improve school leadership. And they were given minimum consideration.

As shown above in the same Table item 2, the rating of the respondents revealed that their high level of disagreement on the Students' Council participation in school leadership to solve disciplinary problems in the school that disrupt teaching and learning atmosphere. Teachers with mean score 1.85 and students with mean score 2.45. This showed that the Students Council don't participate in school leadership to solve disciplinary problems in the school that disrupt teaching and learning atmosphere. It was found to be relatively low. In line with this, a t-test of significant was computed to see if there was significance difference in the perception of the two groups of respondents regarding the issue under consideration. In conformity with this, the computed t-test for equality of means with 133 df at calculated t-value of 3.519 the obtained p-value is 0.067 which is greater than 0.05. Hence, the null hypothesis is accepted. Therefore, the respondents have no statistically significant difference in their opinions about the issue.

As it was indicated in item3 of table 6 teachers and students were asked, Students participate in co-curricular Programs, committees or leadership positions showed their level of agreement with (mean=1.86,SD=0.776) and(mean=2.57, SD=1.360) respectively, which shows disagreement. The overall mean value of 2.26 shows the disagreement of the majority of respondents with the issue. Therefore, it can be seen that there is no students' participation in co-curricular Programs, committees or leadership positions. Inconformity with this, the computed t-test for the equality of means with 133 df at calculated t-value of 3.623 the obtained p-value is

0.08, which is greater than 0.05. Therefore, there was no statistically significant difference between the opinions of the two groups of respondents about the issue under study.

In the same table, item 4 ,is concerned about whether all students do homework every day. Teachers showed their level of agreement with mean score 1.88 and standard deviation0.790 and students showed their levels of agreement with mean score 2.37 and standard deviation 1.274 which is below average and relatively low. The overall mean value of 2.16 shows the disagreement of the majority of respondent by confirming that all students don't do their homework every day. In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 2.57 the obtained p-value is 0.011 which is less than 0.05.Therefore, there was statistically significant different between the views of the two groups of respondents about the issue under consideration.

In item 5 table 6,which asks whether Students team serves to solve discipline problem, teachers showed their level of agreement with mean score 1.76 and standard deviation0.795 and students showed their levels of agreement with mean score 2.51 and standard deviation 1.205 which is below average and relatively low. The overall mean value of 2.19 shows the disagreement of the majority of respondents. In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 4.133 the obtained p-value is 0.85 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue .

As indicated in table 6 item 6, teachers showed their level of agreement with mean score 1.64 and standard deviation 0.663 and students showed their level of agreement with mean score 2.26 and standard deviation 1.320 which is below average and relatively low. The overall mean value of 1.99 shows the disagreement of the majority of respondent. Hence Students team did not serve to solve student drop outs. In similarly the computed t-test for the quality of means with 133df at calculated t-value of 3.292 the obtained p-value is 0.091 which is greater than 0.05.Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue

The target of Focus Group Discussion for PTA and KETB, confirmed with that of disciplinary problems respondent. They have opinion that, there is disciplinary disruption in and around the school especially in this year. The main problems are the families do not orient and follow up their students at school and family are not voluntary discuss disciplinary problems with the school management and teachers etc. Parent lose handling of students, external environment of the school, lose displinary majors of schools moral deterioration of the learners, weak economic support etc. They do not give attention for their child and don't encourage them. the major factors affecting the relation(participation) of stakeholders are lack of awareness ,lack of interest ,being occupied with different business areas.(PTA_1, April 5/2016,$KETB_1$,April 17,2016)

From the analysis of Table 6, we can understand that there are similar perceptions between teachers and student respondents about the existence of disciplinary problems around schools .Now a day's discipline problem is the hot issue around schools. Again if there is a disciplinary problem in and around schools, a normal teaching and learning activities cannot be carried out properly. The school environment must be safe and conducive to everyone to move, to learn and generally to implement the educational goal and attain the school's plan. Yukl (1994) assert that peaceful school environment is very decisive to create favorable atmosphere to give school instruction., Teachers, agree that there are disciplinary problems around schools that sometimes can disrupt the normal teaching learning work. Thus the majority of student respondents argue that there are serious disciplinary problems that could affect the normal teaching learning process. The interviewed school principals and supervisors agreed that there are disciplinary misbehaviors particularly in the student community. The learning interest of some students is poor. They are always ready to cheat on examinations and create commotion in case disciplinary measures are taken. This not only affects them but also influences the general atmosphere of school working system.

4.2.4. Teachers' and students' view on the role of principals, and supervisors participation in School leadership

Principals are key players at schools since they have to manage through collaborative and educational thinking about leadership that emphasizes their role as leaders of an instructional team (Grogan and Andrews, 2002; Johnson and Uline, 2005).According to West and Bollington (1990) there are technical, conceptual and human skills 0f leadership skills that a leader should

have to lead effective organization. In respect to the role of principals, and supervisors participation in school leadership, respondent were asked properly whether they participate in school leadership or not. The result obtained was presented as follows:

Table-7Teachers' and students' view on the role of principals, and supervisors participate in school leadership.

S/N	Items	Responders	N	X	STD	t-tests for quality of means		
						T	Df	P-value
1	School leaders have **technical skills** leadership skills	Teacher	*59*	1.71	0.720	5.334	133	0.56
		Students	*76*	2.67	1.226			
		Total	*135*	2.25	1.138			
2	School leaders have **conceptual** leadership skills like	Teacher	*59*	1.95	0.955	1.956	133	0.053
		Students	*76*	2.32	1.169			
		Total	*135*	2.16	1.092			
3	School leaders have **human skills** leadership skills like	Teacher	*59*	1.95	0.936	3.335	133	.051
		Students	*76*	2.61	1.266			
		Total	*135*	2.32	1.176			
4	School principals used Democratic leadership style.	Teacher	*59*	1.95	0.839	2.640	133	.069
		Students	*76*	2.46	1.29			
		Total	*135*	2..24	1.141			
5	School principals used Autocratic leadership style	Teacher	*59*	1.88	0.853	2.884	133	0.055
		Students	*76*	2.42	1.225			
		Total	*135*	2.19	1.108			
6	School principals used laissez fair leadership style	Teacher	*59*	1.86	0.776	2.887	133	.065
		Students	*76*	*2.39*	*1.234*			
		Total	*135*	*2.16*	*1.087*			
7	School principals used combination of Democratic, Autocratic and laissez fair leadership style	Teacher	*59*	1.93	0.785	3.115	133	0.052
		Students	*76*	2.53	1.291			
		Total	*135*	2.27	1.134			
8	The attitudes of school principals towards practicing sharing roles of leadership	Teacher	*59*	1.81	0.9	2.849	133	0.65
		Students	*76*	2.34	1.184			
		Total	*135*	2.11	1.097			
9	School supervisors promote ,support and create conductive environment for effective learning and teaching activities	Teacher	*59*	2.19	1.074	1.481	133	0.141
		Students	*76*	2.5.	1.322			
		Total	*135*	2.36	1.225			
10	School supervisors participate on the school work planning.	Teacher	*59*	1.98	0.881	2.592	133	0.051
		Students	*76*	2.46	1.183			
		Total	*135*	2.25	1.084			
11	School principal delegate of power to their subordinates	Teacher	*59*	1.88	0.811	3.180	133	.062
		Students	*76*	*2.5*	*1.311*			
		Total	*135*	*2.23*	*1.159*			
		Ovrall mean	*135*	*2.23*	*1.131*	*2.899*	*133*	*0.159*

Key STD=standard deviation ,N=number of respondent=mean

p-value at∂=0.05 and degree of freedom(df)=95% or0.95

scales X <1.5=strongly disagree,1.5-2.5= disagree,2.6-3.5= undecided,3.6-4.5=agree and ≥4.5= strongly agree0

As presented on the table 7 item 1 teachers and students were asked whether School leaders have leadership skills like technical skills(the ability of applying knowledge, method). They showed their level of agreement with (mean=1.71,SD=0.720) and(mean=2.67, SD=1.226) respectively, which showed disagreement. The overall mean value of 2.25 teachers and students were asked, shows the disagreement of the majority of respondent with the issue. Therefore, it can be seen that school leaders haven't leadership skills like technical skills (the ability of applying knowledge, method). In conformity with this, the computed t-test for the equality of means with 133 df at calculated t-value of 5.334 the obtained p-value is0.56 which is greater than 0.05. Therefore, there was no statistically significant difference between the opinions of the two groups of respondents about the issue under study.

As indicated in table 7 item 2 teachers showed their level of agreement with mean score 1.95 and standard deviation 0.955 and students showed their level of agreement with mean score 2.32 and standard deviation 1.1169 which is below average and relatively low. The overall mean value of 2.16 shows the disagreement of the majority of respondents which confirms that, school leaders haven't leadership skills like conceptual skills (to understand the goals and the complexities of overall organization.)

In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 1.956 the obtained p-value is 0.053, which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue .

In the same table, item 3, is concerned whether school leaders have leadership skills like **human skills** (as the ability to work with and through people). Teachers showed their level of agreement with mean score 1.95 and standard deviation 0.936 and students showed their levels of agreement with mean score 2.61 and standard deviation 1.1266 which is below average and relatively low. The overall mean value of 2.32 shows the disagreement of the majority of respondent school leaders haven't leadership skills like **human skills** (as the ability to work with and through people). .In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 3.335 the obtained p-value is 0.051 which is greater than 0.05.Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue under consideration.

With regard to item 4 of table 7, respondents were asked to rate their levels of agreement and teachers and students respondents with mean score 1.95 and standard deviation 0.839 and mean score 2.46 and standard deviation1.290 respectively. The overall mean value of 2.24 School principals hasn't used democratic leadership style. Likewise, the computed t-test for the equality of means with 133df at calculated t-value of 2.640 the obtained p-value is 0.69 which is greater than 0.05. Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue .

In table 7 of items5,6 , and 7 both teachers and students showed low practice of the issues . The average means of values for the three items is 1.88, 1.86 and 1.93 respectively. This shows that school principals used Autocratic leadership style, or Laissez faire leadership style, rather than using the combination of Democratic, Autocratic and Laissez faire. Leadership style. The observed value of t-test for equality of Mean with 133df at calculated t-value of (2.884, 2.887 and 3.115) was p-value (0.055, 0.065 and0.052) respectively, which are all greater than 0.05.This shows that there was no statistically significant difference between the ideas of teachers and students on the issues.

Item 8 of table 7above is concerned with the attitudes of school principals towards practicing shared roles of leadership. As such, the mean score of teachers and students revealed that 1.90, 1.84 and 2.34 respectively. In addition, as the total mean shows that the two groups rated at 2.11, which implies low in average. The attitudes of school principals towards practicing sharing roles of leadership is very low. On the other hand, the significant differences computed at alpha (0.05) shows (t=2.849, at df=133 and P-value=0.65). Thus, P-value (0.65) is greater than alpha 0.05. Hence, the t-test result indicates that there was no statistically significant difference among the responses of respondents. Therefore, teachers and students have common understanding regarding the attitudes of school principals towards practicing sharing roles of leadership and they were given minimum consideration.

As shown above in the same Table item 9, the rating of the respondents revealed their high level of disagreement on the school supervisor's ability to promote ,support and create conducive environment for effective learning and teaching activities, teachers with mean score 2.19 and students with mean score 2.50. This showed that School supervisors' ability to promote ,support and create conducive environment for effective learning and teaching activities was found to be

relatively low. In accordance with this, a t-test of significance was computed to see if there was significance difference in the perception of the two groups of respondents regarding the issue under consideration. Hence the computed t-test for equality of means with 133 df at calculated t-value of 1.481 the obtained p-value is 0.141 which is greater than 0.05. Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue

In table 7 of items 10, and 11 both teachers and students responded the practice of the issues was low. The average mean of values for the two items is 2.25 and 2.23 respectively. This show school supervisors did not participate in the school work planning and delegation of powers to subordinates did not exist. The observed value of t-test for equality of Mean with 133df at calculated t-value of (2.592, 3.180) was p-value (0.051,0.062) respectively, which are all greater than0.05.This shows that there was no statistically significant difference between the ideas of teachers and students on the issues

The table shows similar perceptions of whether the teachers and students about school leaderships follow democratic , autocratic, or laissez-faire styles; Most students reported their school leadership is autocratic. Whatever the reasons, the school leaders should act democratically as much as possible to bring changes in the administration of the school.

Educational institutions need cooperation and willingness of all people working together. However, there are situations where the style of the leadership influences the conditions of work and the relationship in the staff. Actually, there are situations that could determine the kind of style a leader follows (democratic, autocratic, and laissez-faire). However, people may perceive the style in different ways. It is the perception that we have about the leader that enable us whether the leader is democrat or another. The interview result was the relationship between school leadership and school stakeholders in students' academic performance was sometimes have good relations with the school but not always .And very tight relationship is expected. But the actual situation indicates that school teaching learning process stakeholders seem that they are ignoring school support. The major factors affecting the relation (participation) of stakeholders are lack of awareness ,lack of interest ,being occupied with different business areas etc.

4.2.5. Major Challenges that affect stakeholders participation in school leadership

Parents, community and different institution should work together with school and government to minimize contributory factors for students disciplinary problems. Parent and teachers should be involved in school discipline related intervention activities (Daniel, (2013). In respect to the major challenges that affect stakeholders' participation in school leadership, respondent were asked about the challenges of stakeholders participation in school leadership. The result obtained was presented as follows:

Table-8 Major challenges that affect stakeholders participation in school leadership

S/N	Items	Respon ders	N	X	STD	t-tests for quality of means		
						t	Df	P-value
1	Lack of interest from parents to participate in school leadership and PTA	Teacher	*59*	4.31	0.534	2.655	133	0.099
		Student	*76*	3.91	1.048			
		Total	*135*	4.08	0.881			
2	Lack of parent interest to follow up their students	Teacher	*59*	4.25	0.575	3.438	133	0.051
		Student	*76*	3.62	1.326			
		Total	*135*	3.9	1.108			
3	Lack of parents commitment for support learning and teaching processes	Teacher	*59*	4.25	0.604	1.69	133 133	0.093
		Student	*76*	3.99	1.089			
		Total	*135*	4.1	0.916			
4	Lack of Responsibility of students in school leadership	Teacher	*59*	4.15	0.485	2..551	133	.072
		Student	*76*	3.72	1.218			
		Total	*135*	3.91	0.988			
5	Lack of parents participation in work planning	Teacher	*59*	4.17	0.746	2.543	133	0.072
		Student	*76*	3.71	1.22			
		Total	*135*	3.91	1.061			
6	Lack of knowledge of Stakeholder's to contribute in leadership.	Teacher	*59*	4.24	0.536	2.907	133	0.054
		students	*76*	3.72	1.271			
		Total	*135*	*3.98*	*0.9035*			
7	Higher officials gives minimum consideration to give support(Giving Training giving leadership manual, etc)	Teacher	*59*	4.25	0.709	2.250	133	0.066
		Student	*76*	3.87	1.159			
		Total	*135*	4.04	1.003			
	Over all mean		*135*	3.99	0.952	*2.58*	*133*	*0.0724*

Key STD=standard deviation, N=number of respondent=mean scales X <1.5=strongly disagree,1.5-2.5= disagree,2.6-3.5= undecided,3.6-4.5=agree and ≥4.5= strongly agree p-value at∂=0.05 and degree of freedom(df)=95% or0.95

In item 1 of the above table 8, the respondents were asked to rate the extent to which lack of interest from parents to participate in school leadership and PTA As such, the mean score of teachers and students revealed that 4.31 and 3.91 respectively. In addition, as the total mean shows that the two groups rated at 4.08, which implies high in average. Teachers and students agreed to the issues. On the other hand, the significant differences computed at alpha (0.05)

which shows (t=2.655, at df=133 and P-value=0.099). Thus, P-value (0.099) is greater than alpha 0.05. Hence, the t-test result indicates that there was no statistically significant difference among the responses of respondents. Therefore, teachers and students have common understanding regarding the lack of interest from parents to participate in school leadership and PTA.

As shown above in the same Table item 2, the rating of the respondents revealed that their high level of agreement on the lack of parent interest to follow up their students, teacher with mean score 4.25 and students with mean score 3.62. In addition, as the total mean shows that the two groups rated at 3.90, which implies high in average? In line with this, a t-test of significance was computed to see if there was significant difference in the perception of the two groups of respondents regarding the issue under consideration. In conformity with this, the computed t-test for equality of means with 133df at calculated t-value of 3.438 the obtained p-value is 0.051 which is greater than 0.05. Therefore, the respondents have no statistically significant difference in their opinions about the issue.

As it was indicated in item 3 of table 8, teachers and students were asked whether there is lack of parent's commitment to support learning and teaching processes. Teacher and students showed their level of agreement with (mean=4.25, SD=0.604) and (mean=3.99, SD=1.089) respectively. The overall mean value of 4.10 shows the agreement of the majority of the respondents with the issue. Therefore, it can be seen that there is lack of parents commitment to support learning and teaching processes. In conformity with this, the computed t-test for the equality of means with 133 df at calculated t-value of 1.693 the obtained p-value is 0.093, which is greater than 0.05. Therefore, there was no statistically significant difference between the opinions of the two groups of respondents about the issue under study.

In the same table, item 4, is concerned with lack of responsibility of students in school leadership. Teachers showed their level of agreement with mean score 4, 15 and standard deviation0.485 and students showed their level of agreement with mean score 3.72 and standard deviation1.218 which is above the average and relatively high. The overall mean value of 3.91 shows the agreement of the majority of the respondents which confirms lack of Responsibility of students in school leadership. In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 2.551, the obtained p-value is0.072 which is greater than 0.05.Therefore,

there was no statistically significant difference between the views of the two groups of respondents about the issue under consideration.

In item 5 table 8 lack of parents participation in work planning, teachers showed their level of agreement with mean score 4.17 and standard deviation0.746 and students showed their level of agreement with mean score 3.71 and standard deviation1.22 which is above average and relatively high. The overall mean value of 3.91 shows the agreement of the majority of respondent which confirms lack of parent's participation in work planning. The computed t-test for the equality of means with 133df at calculated t-value of 2.543 the obtained p-value is 0.072, which is greater than 0.05.Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue.

As indicated in table 8 item 6 teachers showed their level of agreement with mean score 4.24 and standard deviation 0.536 and students showed their levels of agreement with mean score 3.72 and standard deviation1.271, which is above average and relatively high. The overall mean value of 3.95 shows the agreement of the majority of respondent, which confirms lack of knowledge of stakeholders to contribute in leadership. In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 2.907 the obtained p-value is 0.054 which is greater than 0.05.Therefore, there was no statistically significant difference between the views of the two groups of respondents about the issue.

In the same table, item 8 teachers showed their level of agreement with mean score 4.25 and standard deviation0.709and students show their levels of agreement with mean score 3.87 and standard deviation1.159 which is above average and relatively high. The overall mean value of 4.04 shows the agreement of the majority of respondent that higher officials give minimum consideration to give support (Giving Training, giving leadership manual, etc, In line with this, the computed t-test for the equality of means with 133df at calculated t-value of 2.250 the obtained p-value is 0.066 which is greater than 0.05.Therefore, there was no statistically significant different between the views of the two groups of respondents about the issue .

As it was reflected in the interview and Focal Group Discussion (FGD) for students' achievement declining now a day's lack of interest in working, lacking of family following. there uncountable problems to mention few; lack of available class room and school environment, lack

of financial support, lack family (parents) support ,lack of suitable school laboratories, libraries, computer labs , and internet access globalization.

The table 8 above shows that major challenges that affect stakeholders participation in school leadership was, lack of interest from parents to participate in school leadership and PTA, lack of parent interest to follow up their students, lack of parents commitment to support learning and teaching processes, lack of responsibility of students in school leadership, lack of parents participation in work planning and lack of knowledge of stakeholder's to contribute in leadership. In addition higher officials show minimum consideration to give support (giving training, giving leadership manual, etc).

TABLE-9 Responses of teachers regarding to attitudes shared roles of leadership.

s/N	Items	Frequency	X= mean
1	The attitudes of school principals towards practicing sharing roles of leadership'	103	1.75
2	The attitudes of unit coordinators towards practicing shared roles of leadership	110	1.86
3	The attitudes of home room teachers towards practicing shared roles of leadership.	112	1.90
4	The attitudes of teachers towards practicing shared roles of leadership full potential	106	1.80
5	The Educational stakeholders motivated to work with their full potential.	110	1.86

Key

X=mean, $x<1.00$= Very Low , $1.00 \leq 2.00$=Low ,$2.00<3.00$= medium $3.00 \leq 3.50$ =high , $3.60 \leq 4.00$

Table 9 item 1 above shows respondents who replied that the attitudes of school principals towards practicing sharing roles of leadership'. From 59(100%) teachers response, the frequency is 103 and mean is 1.75 and, the mean is between 1.00 and 2.00, The mean is low. Therefore, the attitudes of school principals towards practicing shared roles of leadership is low.

Table 9 item 2, shows respondents who replied that the attitudes of unit coordinators towards practicing shared roles of leadership. From 59(100%) teachers response, the frequency is 110

and mean is 1.86 and, the mean is between 1.00 and 2.00, The mean is low. the attitudes of unit coordinators towards practicing don't shared roles of leadership was low.

Table 9 item 3 shows respondents who replied that the attitudes of home room teachers towards practicing shared roles of leadership the attitudes of school principals towards practicing sharing roles of leadership'. From 59(100%) teachers response, the frequency is 112 and mean is 1.90 and, the mean is between 1.00 and 2.00, The mean is low. therefore, the attitudes of homeroom teachers towards practicing did not shared roles of leadership.

Table 9 item 4. shows respondents who replied that the attitudes of teachers towards practicing shared roles of leadership full potential attitudes of school principals towards practicing sharing roles of leadership'. From 59(100%) teachers response, the frequency is 106 and mean is 1.80 and, the mean is between 1.00 and 2.00, The mean is low. therefore the attitudes of teachers towards to share the roles of leadership their potential was low.

Table 9 item 5, Shows respondents who replied that the Educational stakeholders motivated to work with their full potential. From 59(100%) teachers response, the frequency is 110 and mean is 1.86 and, the mean is between 1.00 and 2.00, The mean is low. Therefore educational stakeholders did not motivate to work with their full potential.

TABLE-10 Students view on the role of schools

s/N	Items	frequency	X=Mean
1	There are adequate educational materials available in school	189	2.49
2	Regular tutorial and make up classes are given to assist students for better achievement	177	2.33
3	Students are well informed about the rules and regulations of the school	159	2.09
4	Students academic performance is dependent on the leadership style used	160	2.10
5	The guidance and counseling service in your school is effective	172	2.26

Key

X=mean, $x<1.00$= Very Low , $1.00 \leq 2.00$=Low ,$2.00<3.00$= medium $3.00 \leq 3.50$ =high , $3.60 \leq 4.00$

Table 10 item 1, shows respondents who replied that there are adequate educational materials available in school, from 76(100%) students response the frequency is 189 and mean is 2.49 and, the mean is between 2.00 and 3.00, The mean is medium,. Therefore, the educational materials did not available in school.

Table 10 item 2. Shows respondents who replied that Regular tutorial and make up classes given to assist students for better achievement. From 76(100%) students response, the frequency is 177 and mean is 2.33 and, the mean is between 2.00 and 3.00, The mean is medium,. Therefore, regular tutorial and make up classes did not give as it want to assist students for better achievement

Table 10 item 3, shows respondents who replied that Students well informed about the rules and regulations of the school. From 76(100%) students response, the frequency is 159 and mean is 2.09 and, the mean is between 2.00 and 3.00, The mean is medium,then, that students did not well informed about the rules and regulations of the school.

Table 10 item 4, shows respondents who replied that Students academic performance is dependent on the leadership style use. From 76(100%) students response, the frequency is 160 and mean is 2.10 and, the mean is between 2.00 and 3.00, The mean is medium, Therefore school principal did not use different leadership style.

From 76(100%) students response, the frequency is 160 and mean is 2.10 and, the mean is between 2.00 and 3.00, The mean is medium, Therefore school principal did not use different leadership style.

Table 10 item 5. shows respondents who replied The Guidance and counseling serve in your school. From 76(100%) students response, the frequency is 172 and mean is 2.26 and, the mean is between 2.00 and 3.00, The mean is medium, Therefore, the Guidance and counseling did not serve in four secondary school in Nekemte town.

The table shows ,the educational materials did not available in school, regular tutorial and make up classes did not give to assist students for better achievement and students did not well informed about the rules and regulations of the school. School principal did not use different leadership style and the guidance and council did not serve in schools.

The interviewed school principals and Nekemte town educational office head also understand :that tutorial and make classes are important for students better educational attainment, however, there is no regularity and poor follow ups from the school leaders. Thus, this may be one of factors that contributed for the poor student achievements in many of the schools. Tutorial and other out of regular class activities increase students learning time. Educational authorities like Guthrie and Reed (1991) suggest that the longer a subject is studied the more a pupil will learn. Therefore, what one could infer from this is that students should be given more educational opportunities if they are to achieve what is expected of them.(P_2 and P5, March 13/2016 and H_1,March 30/2016).

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings and general conclusion, drawn on the basis of the findings and recommendations which are assumed to be. The study tried to investigate the state of stakeholders' participation in school leadership in some selected Secondary Schools in Nekemte Town

Thus, the study attempts to obtain reliable response for the following basic question

1. To what extent do parents, PTA and KETB influence school leadership?
2. How do teachers and students affect the school leadership of Secondary Schools of Nekemte Administrative Town?
3. What are the major challenges that affects stakeholders participation in supporting school leadership at Secondary Schools of Nekemte Administrative Town?
4. To what extent do the school stakeholders participate in school leadership to promote students' academic achievement of Secondary Schools of Nekemte Administrative town?

5.1. Summary of the findings

From the analysis made, the following major findings are identified:

The study was conducted in four government secondary schools. Consequently, 59 teachers and 76 students were selected as a sample by using stratified sampling. All the teachers selected were department heads, unit leaders and homeroom teachers. All the students selected were class representative and student council members. Of course, the 8 directors (principals) were selected purposely too. The other subjects of the study, one Education office head, one supervisors,8 members of parent- teacher association(PTA), and one Kebele Education and training board head(KETB) were taken as a sample through purposive sampling technique. The four secondary schools (Biftu, Darge, Daloo and Dire Jato) were selected from the other secondary schools found in the town because of seniority and large students population, one is the school I used for the pilot test. Besides there are frequent disciplinary problems that are observed in these schools.

For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. The quantitative data gathered through questionnaires were analyzed by using mean and standard deviation. The t-test was also utilized statistical significance to check whether there is a difference between the opinions of the respondents by using SPSS 16.0.The qualitative data collected through open-ended items, for qualitative data for interview 8 principals and for focus group discussion 2 KETB members and 6 PTA members were used in the school in vacation time. Documents were analyzed by using the metric data analysis, direct question and summary of an interview and Focus Group Discussion.

Based on the analysis of the study the following major findings were drawn:

- From the analysis it is observed that secondary school teachers don't participate in school leadership to solve discipline problems, and that there are no tutorial or make up classes given to assist the students..
- The interviewees also realized that tutorial and make up classes are important for the students for better educational attainment. However, there is irregularity and poor follow up from the school leaders. Thus, this may be one of the factors that contributed to the poor students' achievements in many of the schools. Tutorial and other out of regular class activities increase students' learning time.
- Teachers have no full mandate to make academic decisions without the intervention of head teachers and school management.
- The attitude of teachers' towards in team work,1to5 leaders in practicing shared roles of leadership was low. Unit coordinators, homeroom teachers, and department heads practice in the shares of roles of school leadership was low.
- The guidance and counseling service is not existing in the four secondary school in Nekemte Town.
- Most of the teachers agree that there are disciplinary problems around schools that sometimes can disrupt the normal teaching learning work, while the majority of student respondents argue that there are serious disciplinary problems that could affect the normal teaching learning process.
- The interviewed school principals and supervisors agreed that there are disciplinary misbehaviors particularly in the student community.

- The research finding above shows that the same perceptions teachers and students about school leaderships follows democratic, autocratic, and laissez-faire styles; whereas students reported their school leadership is autocratic. Whatever the reasons, the school leaders should act democratically as much as possible to bring changes in the administration of the school. Educational institutions need cooperation and willingness of all people working together. However, there are situations where the style of the leadership influences the conditions of work and the relationship in the staff. Actually, there are situations that could determine the kind of style a leader follow (democratic, autocratic, and laissez-faire). However, people may perceive the style in different ways. It is the perception that we have about the leader that enable us whether the leader is democrat or another.
- The research finding shows that major challenges that affect stakeholders participation for school leadership is, lack of interest from parents to participate in school leadership and PTA, lack of parent interest to follow up their students, lack of parents commitment to support learning and teaching processes, lack of responsibility of students in school leadership, lack of parents' participation in work planning, lack of knowledge of stakeholders to contribute in leadership, and higher officials give minimum consideration to give support (Giving Training giving leadership manual, etc)
- The role of parents to help their children at home to promote students' academic achievement in the schools under study was given minimum consideration.
- The KETB does not practice solving administrative problems with school staff and all school stakeholders under this study.
- The KETB and PTA do not actively participate in the school leadership.
- Some school stakeholders do not know their school mission and vision. Some parents do not establish home environment to support their children as student's home visits (to (facilitate the study place in home) . Parent's advice and control the misbehaving of their children was very low.

5.2. Conclusion

- The main objective of this study is to investigate the secondary schools stakeholders' participation in Nekemte Town. The finding of analysis should be that the KETB and PTA of the schools do not participate in their schools' leadership. As a result students do not attend their school properly, parents do not have interest to follow up their children at home and at schools regularly
- Due to less support or parenting, misbehavior of students has increased. These school stakeholders do not work hard cooperatively with other school communities, teachers, principals on school administrative works like planning, organizing, implementing and evaluating.
- Parents do not establish home environment to support children as students home visits.(parenting). Parents have not advised and controlled the misbehaving of students with their teachers.
- As shown by result of the finding, conclude that some stakeholders have no interest, commitment, transparency and support, to follow up their students, to participate in school leadership, and to participate, implement and evaluate the school work plan and also implementing the rules and regulation of the school is very low..

5.3. Recommendations

Based on the major findings obtained and the conclusions, the following recommendations are forwarded to improve the state of school stakeholders' participation in school leadership in secondary schools.

1.Emphasis need to be given Kebele Education and Training board (KETB) so that the members participate and practice to solve administrative problems with school staff and all school stakeholders to improve school leadership in planning, implementing and evaluating .

2. PTA need to mobilize parents and community to actively participate in the school leadership, school planning, implementation and evaluation. Also PTA and school stakeholders must know the school mission and vision. The school community also need to have clear awareness about the concept of peaceful learning environment

3. The assignment and appointment of school principals (directors) should be based on the rules and regulations of the ministry of education to give awareness for stakeholders.

4. School principals need to use a combination of autocratic, democratic and laissez faire styles of leadership in their school administration in order to enhance better job performance among teachers. As such, principals could use the democratic style of leadership in some occasions, they should be autocratic in certain situations (like some subordinates are very careless on their job and ignore the democratic approach) The use of laissez-faire leadership style should be discouraged by schools principals as it could not bring better job performance among teachers. The school principals should work with local communities to control different bullying activities in and around the school. School principals should be democratic in their administration to include the ideas of different stake holders to make the work of school leadership participatory. They should have leadership, technical, conceptual, and human skills to manage the schools in a good way.

5. School teachers need to participate in committee of guidance and counseling services with school leadership to solve the students' disciplinary problems that can disrupt the normal teaching learning work. Teacher must have full mandate to make academic decisions without intervention of the principal of school and school management. The attitude of teachers' towards 1to5 team leaders in practicing shared roles of leadership must be high.

Unit coordinators', homeroom teachers', and department heads' practice and share the roles in school leadership must be high.

6. The schools need to be plan tutorial class programmed for students based on individual students' academic differences. Continuous assessment is very important part of the teaching and learning activity in the school, so schools should strengthen the issue of continuous assessment.

7. The parents need to follow up their student (children) in the school and out of the school. They should participate in school planning, and leadership. Parents should establish home environment to support children as students home visits.(parenting) and parents to help their children at home to promote students' academic achievement in schools. Parents have to advise and control the misbehaving of students with their teachers

8. The student council must participate in school leadership to solve discipline problem in the school and to facilitate the teaching and learning processes. Also Students should participate in team work and in co-curricular Programs to improve school leadership and to minimize dropouts.

9. Different educational stakeholders should be well informed about all the rules and regulations of the school so that they contribute to the improvement of school and students achievements.

10. School supervisors must be promote, support and create conducive environment for effective learning and teaching activities. School supervisors must participate in the school work planning.

11. Moreover, it recommends for Nekemte Town Education Office and schools incorporated in the research to facilitate the training programs for school stakeholders to increase their participation in schools and in school leadership for promoting students' performance. And assign well experienced teachers for guidance and counseling services..

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APPENDICES

APPENDIX: A

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATION BEHEVIORAL AND DEPARTMENT OF EDUCATIONALPLANNING AND MANAGEMENT

QUESTIONNAIRE BE FILLED BY TEACHER'S

Dear Respondent

This questionnaire is to collect data from teachers and students that will help in a research about, " the state of stake holders' participation in school leadership to students' performance at secondary schools of Nekemte administrative town.

Your responses are crucial for the successful accomplishment of this study. Therefore, you are compassionately requested to read all the Questions and provide genuine responses. Please, feel free to indicate your opinion because no response is treated as wrong. Be sure that your responses will be used for academic purpose and remain confidential.

Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting to cooperative.

Instruction:

1. No need of writing your name on the questionnaire;
2. Read all the instructions before you answer the questions;
3. Please, provide appropriate response by using a tick mark "√" or writing your answer on the space provided.
4. Please, do not leave any question unanswered.

SECTION A: Demography of respondents

1. .School_____

2. Sex . Male □ Female □

3.Age:up to25 □ 26-30 □ 31-35 □ 36-40 □ 41 and above □

4. Qualification. Masters □ . Bachelors □ .Diploma. □ Certificate □

5 .Teaching experience 2 to 5 years □ .6 to 10 years □ .11 to 15 years □ .16 to 20 years □ 21 to 25 years □ .26 years and above □

6.Current standard level Teacher □ Unit leader □ Department head □ Vice Principal □ Principal □

SECTION B PARENTS ,Parent teacher Association(PTA), and kebele Educational Training Board(KETB) Participate in school leader ship in your respective schools..

1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	Parent help their children at home to promote students 'academic achievement .					
2	The role of KETB influence school leader ship by facilitating the community or parents.					
3	Parents have school and classroom volunteer program to help teachers, administrators, students and other parent.					
4	There is active participation of PTA in school leadership .					
5	The relation of PTA can facilitates and influences the school leadership.					
6	All parents advise and control the misbehaving of students with their teachers.					
7	All school stakeholders know their school mission and vision.					
8	Families establish home environment to support children as students home visits.(parenting).					

SECTION C The Role and Participation of Teachers in school leadership in your respective schools.

1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	. The teacher participates in school leadership to solve discipline problem in the school that disrupt teaching and learning atmosphere.					
2	The teacher could participates in committee of guidance and counseling serve with school leadership .					
3	Teachers follow all students home work every day					
4	Teachers are participating in teamwork actively to promote school leadership.					
5	Teacher give continues assessment for students regularly .					
6	Decisions are made from bottom and they come later to the top					
7	Tutorial class programmed for students based on individual academic differences or skills.					
8	Teachers participate in or coordinates co-curricular Programs, committees or leadership positions .					
9	Teachers have full mandate to make academic decisions without intervention of the head of school and school management.					
10	The attitude of teachers' 1to5 team leaders towards practicing of shared roles of leadership in your respective schools					
11	The attitudes of unit coordinators towards practicing shared roles leadership .					
12	The attitudes of homeroom teachers , department heads and teachers association towards practicing shared roles of leadership.					

SECTION D, the role of students in the school leadership in your respective schools.

1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	students participate in team work to improve school leadership.					
2	Students council participates in school leadership to solve discipline problem in the school that disrupt teaching and learning atmosphere					
3	Students participate in co-curricular Programs, committees or leadership positions .					
4	All students do home work every day					
5	Students work in team to solve discipline problem					
6	Students work in team to solve students drop out					

SECTION E the role of principals, and supervisors participate in school leadership in your respective schools.

2. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	School leaders have leadership skills like **technical skills**(the ability of applying knowledge, method)					
2	School leaders have leadership skills like **conceptual skills** (to understand the goals and the complexities of over all organization.)					
3	School leaders have leadership skills like **human skills** (as the ability to work with and through people)					
4	School principals used Democratic leadership style.					
5	School principals used Autocratic leadership style					
6	School principals used laissez fair leadership style					
7	School principals used combination of Democratic, Autocratic and					

	laisez fair leadership style					
8	The attitudes of school principals towards practicing sharing roles of leadership					
9	School supervisors promote ,support and create conductive environment for effective learning and teaching activities .					
10	School supervisors participate on the school work planning.					
11	School principal delegate powers to thier subordinates strongly exist.					

SECTION F. Major challenges that affect stakeholders participation for school leadership

Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	Lack of interest from parents to participate in school leadership and PTA					
2	Lack of parent interest to follow up their students					
3	Lack of parents commitment for support learning and teaching processes					
4	Lack of Responsibility of students in school leadership					
5	Lack parents participation in work planning					
6	Lack of knowledge of Stakeholder's to contribute inleadership.					
7	Higher officials gives minimum consideration to give support(Giving Training giving leadership manual, etc)					

8..Please list if any other challenges that affects stakeholders participation in school leadership

_____

_____

SECTION G. Response of the teachers regarding attitudes shared roles of school leadership 5=veryhigh 4=high 3=Medium 2=low 1=very low

No	Practices(items)	5	4	3	2	1
1	The attitudes of school principals towards practicing sharing roles of leadership'					
2	The attitudes of unit coordinators towards practicing shared roles of leadership.					
3	The attitudes of home room teachers towards practicing shared roles of leadership.					
4	The attitudes of teachers towards practicing shared roles of leadership					
5	The Educational stakeholders motivated to work with their full potential.					

APPENDIX: B

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATION BEHEVIORAL AND DEPARTMENT OF EDUCATIONALPLANNING AND MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY STUDENTS

Dear Respondent

This questionnaire is to collect data from students that will help in a research about," the state of stake holders' participation in school leadership at secondary schools of Nekemte administrative town ." Be honest in giving your responses. Confidentiality will be also assured. thank you in advance for accepting to cooperative. Please tick(√) the most appropriate answers Please tick(√) the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex . Male □ Female □

2.Age:14 -15□ 16-17□ 18-19□ 20 and above□

3. Qualification. Grade 10 □ . Grade 9 □

4.Name Ofschool_____

SECTION B PARENTS ,Parent teacher Assocition(PTA), and kebele Educational Training Board(KETB) Participate in school leader ship in your respective schools..

2. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	Parent help their children at home to promote students 'academic achievement					
2	The role of KETB influence school leader ship by facilitating the community or parents.					
3	Parents have school and classroom volunteer program to help teachers, administrators, students and other parent.					
4	There is active participation of PTA in school leadership .					
5	The relation of PTA can facilitates and influences the school leadership.					
6	All parents advise and control the misbehaving of students with their teachers.					
7	All school stakeholders know their school mission and vision.					
8	Families establish home environment to support children as students home visits.(parenting).					

SECTION C The Role and Participation of Teachers in school leadership in your respective schools.

2. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	. The teacher participates in school leadership to solve discipline problem in the school that disrupt teaching and learning atmosphere.					
2	The teacher could participates in committee of guidance and counseling serve with school leadership .					
3	Teachers follow all students home work every day					
4	Teachers are participating in teamwork actively to promote school leadership.					
5	Teacher give continues assessment for students regularly .					
6	Decisions are made from down and they come later to the top					
7	Tutorial class programmed for students based on individual academic differences or skills.					
8	Teachers participate in or coordinates co-curricular Programs, committees or leadership positions .					
9	Teacher, have given full mandate to make academic decisions without intervention of the head of school and school management.					
10	The attitude of teachers' 1to5 team leaders towards practicing of shared roles of leadership in your respective schools					
11	The attitudes of unit coordinators towards practicing shared roles leadership .					
12	The attitudes of homeroom teachers, department heads and teachers association towards practicing shared roles of leadership.					

SECTION D, the role of students in the school leadership in your respective schools.

3. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	students participate in team work to improve school leadership.					
2	Students council participates in school leadership to solve discipline problem in the school that disrupt teaching and learning atmosphere					
3	Students participate in co-curricular Programs, committees or leadership positions .					
4	all students' do home work every day					
5	Students team serves to solve discipline problem					
6	Students team serves to solve students drop out					

SECTION E the role of principals, and supervisors participate in school leadership in your respective schools.

4. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	School leaders have leadership skills like **technical skills**(the ability of applying knowledge, method)					
2	School leaders have leadership skills like **conceptual skills** (to understand the goals and the complexities of over all organization.)					
3	School leaders have leadership skills like **human skills** (as the ability to work with and through people)					
4	School principals used Democratic leadership style.					
5	School principals used Autocratic leadership style					
6	School principals used laissez fair leadership style					
7	School principals used combination of Democratic, Autocratic and					

	laissez fair leadership style					
9	Decision are made from down and they come later to the top .					
10	The attitudes of school principals towards practicing sharing roles of leadership					
11	School supervisors promote ,support and create conductive environment for effective learning and teaching activities .					
12	School supervisors participate on the school work planning.					
13	Delegation of powers to subordinates strongly exist.					

SECTION F. Major challenges that affect stakeholders participation for school leadership

Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	Practices(items)	1	2	3	4	5
1	Lack of interest from parents to participate in school leadership and PTA					
2	Lack of parent interest to follow up their students					
4	Lack of parents commitment for support learning and teaching processes					
5	Lack of Responsibility of students in school leadership					
6	Lack parents participation in work planning					
7	Lack of knowledge of Stakeholder's to contribute inleadership.					
8	Higher officials gives minimum consideration to give support(Giving Training giving leadership manual, etc)					

9.Please lists if any other challenges that affects stakeholders participation in school leadership

_____

_____

SECTION G: STUDENTS VIEW ON THE ROLE OF SCHOOLS

5=very high 4=high 3=Medium 2=Low 1=very low

No	Practices(items)	1	2	3	4	5
1	There are adequate educational materials available in school					
2	Regular tutorial and make up classes are given to assist students for better achievement					
3	Students are well informed about the rules and regulations of the school					
4	Students academic performance is dependent on the leadership style used					
5	The guidance and counseling service in your school is Effective					

6.What are the role of students in the school to promote their academic performance?

_____

_____

_____

7. .what are the reasons for less participation of students in school leade4ship?

_____

_____

Appendix C

Interview Questions

For Nekemte town education office head, Supervisors, school principals

1..Are different stake holders participate on the school work planning? If your answer is no,why?

2..What are the efforts from stake holders to support the school in order to provide efficient educational services

3..Are their disciplinary problems in and around the school community to disrupt the normal teaching and learning activities?

4.What do you think are the main reasons for students' achievement declining now a days?

5. What are the relationship between school leadership and school stakeholders in students academic performance?

6.What are the reasons for disciplinary problems of students?

7- What are the major problems affecting the participation of stakeholders in school leadership? process of teaching and learning in your school?

_____

_____

_____

8. What are the major strengths of your school?

_____

_____

9. What do you think are the mechanisms to tackle the major problems of your school?_____

Appendix D

Focus Group Discussion for Parent – teacher associations(PTA) and Kebele Educational Training Bord(KETB)

1.Doyou participate on the school work planning? If yes How? If No why?

2.what are the efforts from stakeholders to support the school in order to provide efficient educational services?

3.Which disciplinary problems in and around the school community to disrupt the normal teaching and learning activities that stakeholders and school leadership didn't solve it? What is the solution?

4. what do you think are the mechanism to tackle the major problem of the schools?

6. what do you think are the main reasons for students achievement declining now aday?

THANK YOU

DABALEE:C

YU NIVARSIITII ADDIS ABEBA

COLLEJJII BARNOOTAAMUMMEE KAROORAAFI HOGGANSAA

BARNOOTA

Bargaaffii Barattootaaf dhiyaatu kaayyoon

Kaayyoon Bargaaffii kanaa hirmaannaa dhimmamtoonii ykn qooda fudhattonni hooggnsa mana barumsaa fooyyeessuuf qaban ilaalichisee odeffannoo funaamuu dha. Kanaafuu fooyya'insa bulichinsa mana barumsaaf akka oolutti odeeffannoo sirrii kennuudhaan akka yaada kana tumsitan qoratichi isin gaafata.

Hubachisa

Maqaa barreessuun hin barbachisu.

-Gaaffilee armaan gadii erga dubbistee booda, yaada deebii ta'a jetteeyaadduu mallattoo (√) agarsiisuun deebisi.

Yeroofi human kee aarsaa gootee gaaffileef deebii laachuun waan nagargaartuuf dursaan dursee sin galateeffadha.

KUTAA' A': Odeeffanno dhuunfaa

1. saala: dhii □ dha. □

2.Umurii:14 -15□ 16-17□ 18-19□ 20 fi isaa oli□

3. Sadarkaa barumsa kutaa 10 □ . kutaa 9 □

4. Maqaa mana barumsa_____

KUTAA' B' Maatii, Gamtaa Maatii Barsiisota (GMB) fi Boord Barnootafi Leenjii Ganda(BBLG) Hoggansa barnootaatti hirmataani akka mana barumsa keesanitti.

1=baay'ee walii Hingalu 2= walii Hingalu 3=Hinmurtessu 4=.Waliingala 5= baay'ee Waliingala

La	Hiimoota (Items)	1	2	3	4	5
1	Maatiin baratoota isaani manatti barnoota isaanitt akka jajjabaatan nigodhu.					
2	Ga'ee Boordi Barnootaafi Leenjii Gandaa(BBLG) maatii fi hawasa akka hoggansaa barnootaa itti hirmatanif hala nimijeessu.					
3	Maatiin mana barumsa dhaquun barsiisoota,Bulichisota fi batrattootaaf degersa nigodhu.					
4	Gamtaa Maatiif Barsiisonni (GMB)n hirmaannaa cimaa hoggansa m/barnootaa keessatti qabu.					
5	Walittidhuufenyi GMBf manni barumsaa hoggansa mana barumsafi haala mijeesuudhaan dhibbaa umaa.					
6	Maatii hundii fi barsiisaan barattoota namusa hinqabne gorsuufi to'acha jira.					
7	Mana barumsatti Qodaa fudhattoonni hunduu mul'ata fi ergama mana barumsa beeku.					
8	.Maatiin Nannoo mana jirenyaa isaniitti barattootaaf halaa baruu barattoota mija'a godhaniru(Kutaa dubisa kkf)					

KUTAA' C' Hirmannaa Hoggansa barnootaa keessatti Ga'ee barsiisaan akka mana barumsa keesanitti qaban.

1=baay'ee walii Hingalu 2= walii Hingalu 3=Hinmurtessu 4=.Waliingala 5= baay'ee Waliingala

La	Hiimoota (Items)	1	2	3	4	5
1	Barsiisonni hoggansa mana barumsaatti hirmachudhaan Naamusa baruu fi barsiisuu irratti rakoo kanfidan hikuudhaan Hirmana godhaniru.					
2	Barsiisonni koree gayidansii fi gorsituti hirmachuun hogansa mana barumsa walin nihojjetu.					
3	Barsiisaan hojii manaa barattootaaf kenne yeroo hundumaa nihordofa.					
4	Barsiisaan hojii gareetti itti hirmaachuun geggessummaa mana barumsaa nifoyyessa.					
5	Barsiisaan qormaata walitti fufinsa barattootaaf nikenna.					
6	Murtoon keenamu M/barumsaatti gara gaditii gara ol'anaatti ta'a.					
7	Barattoota akka dandeetti isaanitti addan baasuun sagaantaa barumsa bilichina(Tutoriyaali) kenuu.					
8	Barsiisaan hirmana gumiifi, kooree adda addaatti fi geggessummaa barnootatti nihirmatu.					
9	Barsiisaan murtoo adda addaa keenuuf hojii baruufi barsiisuu irratti qaamni biraa utuu giddu hingaliin mirga gutuu qaba.					
10	Barsiisaan tokko-shanee irratti ilalicha fi ga'e geggeessummaa gaarii qaba.					
11	yuunit lidere ilaalichaa fi hirmaanna geggessummaa gaarii qabu..					
12	Barsiisooni ittigaffatama daree, muummee fi Waldaan barsiisotaa ilaalicha fi hirmaannaa geggessummaa garii qabu..					

KUTAA' D' Hoggansa barnootaa keessatti ga'een barattootaa akka mana barumsaa keetti.

1=baay'ee walii Hingalu 2= walii Hingalu 3=Hinmurtessu 4=.Waliingala 5= baay'ee Waliingala

La	Hiimoota (Items)	1	2	3	4	5
1	Barattoonni gareedhaan hirmaachuudhaan geggessummaa barnoota foyyesaniru.					
2	Kaawunsilii barattoota hoggansa mana barumsatti hirmachudhaan rakkoon Namusa baruu fi barsiisuu fidaan hikuudhaan.hirmana godhaniru.					
3	Barataan hirmaanaq gumii addaaaddatti fi geggesumma irrati nihirmatu .					
4	Barataan hojii mana guyya guyyatti kenamu nihojeta.					
5	Barattooni garedhaan ykn. tokko-shaneen rakko namusa nihiku					
6	Barataan garedhaan (tokko-shaneen) rakko harcaatti hambisaniru.					

KUTAA' E' Hirmaana Hooggansa barnootaa keessatti Ga'ee hogganaa m/barumsa fi Supervizeriin qaaban akka mana barumsa keesaniitti.

1=baay'ee walii Hingalu 2= walii Hingalu 3=Hinmurtessu 4=.Waliingala 5= baay'ee Waliingala

La	Hiimoota (Items)	1	2	3	4	5
1	Hoggansii mana barumsaa dandeetti hogganumma kanneen akka tekinika (akkaata beekumsa fi,tooftaa itti dabarsan) niqabu.					
2	Hoggansia mana barumsa dandeetti hogganummaa akka yaadan (akkataa galma hojii kaa'uuni mul'ata fi ergama) niqabu					
3	Hoggansi mana barumsaa dandeetti hogganumma akka waliin hojjechuu hirmaachisu gareen hojjechuu kkf .					
4	Hoggansi mana barumsaa gaggessummaa isaaDimokiratawwadha.					

5	Hoggansi mana barumsa gaggeessummaa isaa Autokiratawadha.					
6	Hoggansi mana barumsa gaggessumma isaa maali nadhibdee(lazi-fair)dha.					
7	Hoggansi mana barumsa gaggessumma isaa walimakuun gosoota geggessummaa nifayyadamu.(Dimokiratawwa Autokiratawa, lazi-fair).					
8	Hoggansi mana barumsaa ilaalichi isaa hirmaachisumma qaba .					
9	Superviseri mana barumsa degersaa fi Nannoo mana barumsa baruu fi barsiisuuf mija'aa taasisa.					
10	Superviseriin mana barumsaa karoora hojii mana barumsatti nihirmata					
11	Hirmannan aangoo m/barumsaa hanga gaditti hirmachisadha.					

KUTAA' F' Rakkoo qodafudhatoota m/barumsa gaggessumma barnoota irratti qabani 1=baay'ee walii Hingalu 2= walii Hingalu 3=Hinmurtessu 4=.Waliingala 5= baay'ee Waliingala

La	Hiimoota (Items)	1	2	3	4	5
1	Fedhii dhabuu Maatii hirmaannaa hogganummaa isaanii gadi xiqqeeseera..					
2	Fedhii maatii barattoota isaanii hordofuu dhabuun hirmaannan hogganumma gadibusera.					
3	Maatiin off kennanii deggersa gochuu dhabuun baruu fi barsiisuu barattoota gadi buseera.					
4	Ittigaaffatamummaa barattoota dhibuun mana barumsaatti hirmananaa hogganumma gadi buseera.					
5	Hirmannaa maatii karoora mana barumsatti hirmaachuu dhabuu.					
6	Haqina danddetti qodafudhattoota.dhibamuun hirmaannaa hogganumma gadi buseera.					
7	Qaamni ol'aanan deggeersa godhuu laafa ta'a.					

8. Rakkoo gara biroo qodafudhattoota m/barumsaa gaggessummaa barnootaa irratti qaban yoo jiraate ibsaa

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KUTAA' G' : Baratoota qofaf kan qopha'e

5=Baayee baayeedha 4= Baayee 3=gidugalesa 2=xiqaadha 1= Baayee xiqaadha

La	Hiimoota (Items)	1	2	3	4	5
1	Meeshaalee barnootaa mana barumsa keesa jiru gahadha.					
2	Barnoota bilichina(tutoriyaali) fi wayyitin gubate bakka nibu'a					
3	Barattooni seera fi qajelffama mana barumsaa sirriitti beekuu.					
4	Ga'umsii barattoota gosoota gaggesummaa m/barumsa fayyadamuummaa irratti hunda'a. ga'umsa hoganummaa irratti hunda'a					
5	Koree gorsiituufi degertuu mana barumsaa keessatti nihojjeta.					

6.Hoggansi m/barumsaa keessatti ga'een barattoota maal ta'u qaba jetta?

_____

7.. Sababi Barattoonni karoora mana barumsaa basuutti hinhirmanneef maalidha?

_____

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_____

TANKYOU

DECLARATION

I, the undersigned declare that this Thesis is my original work and has not been Presented for a degree in any other university, and that all sources of materials used for The thesis have been properly acknowledged.

Name: Teressa Jembere Signature: _____ Date: October,2016

This Thesis has been submitted for examination with my approval as the University Advisor.

Name: Yekunoamlk Alemu(Dr.) Signature: _____ Date: October 2016

Place:

Addis Ababa, Ethiopia